DOCUMENT RESUME

ED 185 041 SP 015 871

TITLE Share.
INSTITUTION South Carolina State Dept. of Education, Columbia.
PUB DATE 79
NOTE 115p.

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Adult Education; Career Education; Community Involvement; Curriculum Development; Disabilities; Educational Resources; Gifted; *Instructional Innovation; Language Arts; Mathematics; Reading; Sciences; Social Sciences; Vocational Education
IDENTIFIERS South Carolina

ABSTRACT

This publication contains descriptions of a wide spectrum of exemplary educational programs available as models for educators in South Carolina. Each description includes the following information: rationale for the program's implementation; target audiences; funding; students, parents, instructional, and administrative staff opinions concerning the program; and resource person(s) to contact for further information. (JD)

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South Carolina Department of Education
Columbia, South Carolina
Charlie G. Williams, State Superintendent

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SP 015 871

Prepared by

The Education Products Center
Elmer L. Knight, Director
Alfonso J. Evans, Chief Supervisor, Resources Section

South Carolina Department of Education
Charlie G. Williams, State Superintendent of Education

Division of Administration and Planning
Robert R. Hill, Deputy Superintendent

Columbia, South Carolina
1979

share

FOREWORD

The primary purpose of *Share* is to promote an exchange of information, ideas, and experiences among South Carolina educators and to encourage the study of alternative solutions to common educational problems. This collection enables state educators to examine various administrative and instructional approaches to problem solving and educational improvement now in operation within South Carolina. This third edition of "promising programs/practices" contains ninety-six (96) new program descriptions and a listing of eighty-four (84) programs previously published in *Share.*

Educators in many districts of the state frequently ask department personnel: "Which districts in South Carolina have developed effective resource room programs for handicapped students?" "Where in the state can I go to visit outstanding library media centers?" "Where is a good program for low achievers in mathematics and how was it developed?" Such questions were indicators of a statewide need for a collection of local promising programs. The *Share* collection was initiated in response to repeated district requests for this kind of information.

The development of each *Share* edition requires the support and cooperation of educators on both the state and local levels. The South Carolina Department of Education appreciates the cooperation of the many school district superintendents who designated *Share* contact persons to collect and submit programs for entry into the *Share* collection. It is the Department's hope that the primary benefits to be derived from a school district's use of *Share* will be the improvement of the teaching and learning process of the children, youth, and adults in South Carolina.

Charlie G. Williams
State Superintendent of Education

PREFACE

This publication is the result of systematic planning and cooperation among the staffs of the Education Products Center, the local school districts, and the instructional offices of General Education, Handicapped, Federal Programs, Vocational Education, and Adult Education. *Share* is designed as an information tool to facilitate state and local program specialists in their efforts to solve educational problems and bring about constructive program change. Thus, each description includes such information as: why and how the program was implemented; who it serves; how it was funded; how students, parents, and instructional and administrative staff honestly feel about the program; and who to contact for further information. If additional information is desired regarding the programs listed in this publication, you are encouraged to contact the sponsoring districts directly or the State Department of Education.

Robert R. Hill
Deputy Superintendent for
Administration and Planning

INTRODUCTION

Programs entering the *Share* collection require no validation or guarantee of success from the department or the district. The only criteria is that any *Share* program must have been operational for at least one year, evidenced success in the host district, and be open to reasonable visitation by other educators.

Programs and approaches geared to a wide variety of audiences and needs are sought and included. A multi-faceted approach is used to identify programs to be included in *Share*. Both the State Department of Education and local school districts nominate potential new *Share* entries each year. Also, for each new collection, entries from the previous year are reviewed by the department and the local districts involved to determine which entries will be re-entered. All *Share* program entries are eligible to reappear in the collection for two years. Repeated entries appear in listed form, with only pertinent information identifying the program and reference to the printed description.

Share program entries are provided in a format designed to facilitate access to information on "promising programs/practices" in South Carolina and to promote use of this information.

The current collection is divided into four sections which are further divided into twenty-three (23) categories listed in the table of contents. The standard format for program descriptions is designed to assist users as they examine program entries in light of individual or district need.

Share provides school district staff with a comprehensive source of information on alternatives for improving, planning, and developing educational programs. District staff who can benefit from utilization of *Share* include: directors of instruction, special services, and federal programs; curriculum specialists; district and school librarians; principals; teachers.

The Education Products Center encourages school district *Share* users to follow several steps in screening and determining specific programs of interest for further contact and visitation. These include determining whether the program:

- addresses needs and goals similar to those in your own district.
- would be practical for use with existing instructional staff and facilities in your district.
- could be supported by your current district budget and managed by existing staff or would require new funds and additional staff.
- could be easily implemented within the existing district program.
- would be acceptable to district decision-makers, the community, teachers, and students.
- would effectively achieve your desired changes or goals.

It is envisioned that, as in previous instances, school districts will discover multiple benefits to be derived from a wide range of uses of the *Share* collection.

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share
published April, 1979
by Education Products Center
South Carolina Department of Education
Columbia, South Carolina

Adult Education

WHAT: The GOAL Center

WHERE: Greenville County School District

FOR WHOM: Adults 18 years of age and older as well as some school dropouts under age 18

WHY: To provide educational and guidance services for undereducated adults.

HOW: The GOAL Center primarily provides an effective and efficient means of delivering educational services to the adult. The program aims to serve the academic, occupational, and employment needs of the individual. It operates on the philosophy that the adult student does not live or learn in a vacuum. His involvement and success in adult education is often dependent upon employment, social, health, cultural, and other factors.

The GOAL Center name is derived from four defined areas of services that are provided to meet the individual needs of the adult student.

G. . .The letter "G" stands for guidance with many facets recognized, but the stress placed on the educational or academic phase.

O. . .The letter "O" is for the occupational aids and work opportunities that may be relevant to the adult student.

A. . .The letter "A" is for aptitudes that every individual possesses though they may vary in kinds and amount. Some measure of a person's scholastic aptitude is needed if the greatest progress is to be achieved.

L. . .The letter "L" denotes learning that the individual must engage in himself if his goals are to be met successfully.

The adult student entering the GOAL Center has available to him a screening analysis that itemizes specific academic needs. The GOAL counselor utilizes fully the information from the screening analysis to assist the adult student in choosing appropriate objectives and a program that will result in a successful completion of the desired objectives.

Within these programs are additional choices: a basic program for students needing work in fundamental education; a GED program for students requiring study to pass the state high school equivalency exam; a units program for the student interested in a traditional high school diploma; an upgrading program for the student desiring to improve specific skills; a vocation center program for the student wishing to acquire an occupational skill.

Each academic program is tailored and structured so that the student can work at his own pace and in materials suitable for his own particular needs. Periodic evaluations are made by the GOAL counselor which enable each student to assess his own particular progress toward his own particular goal.

At present, the Center has a cooperative referral arrangement with the following agencies: Urban League, the Greenville Literacy Association, the Department of Social Services, Greenville Technical College, the U.S. Armed Forces recruiting stations, North Greenville College, Greenville-Pickens Head Start, the Greenville Deaf and Hard of Hearing Center, Juvenile Placement, the Greenville County Employment Security Office, Job Service, Community Action, Contract Services, Comprehensive Employment Training Act (CETA) Centers, Rutledge College, Youth Challenge, Comprehensive Manpower Program (CMP), Work Incentive (WIN), the Alternative Assignment Program, Greenville County guidance personnel, area industries, Greenville Public Library, and the Greenville Housing Authority.

Rather than an entirely new program, the GOAL approach has brought together several successful educational practices and created a working model for improvement in all phases of adult education.

WHEN: Monday through Friday, 8:00 a.m. to 5:00 p.m.

BEGAN: August 1977

FUNDING: Federal

EVALUATION: From the very first day of a student's enrollment, the GOAL Center provides the teacher with full educational evaluation, background data, and suggested teaching materials and approaches. All of this is handled in the GOAL Center before the student is placed in a class. The result is greater teacher confidence and effectiveness and a corresponding student confidence in the adult education program.

COMMENTS: "The GOAL program has made a difference to my students. Now, they not only receive academic instruction, but they also have counseling services, aptitude screening, and employment opportunities available as well. As a teacher, I have been directly aided by the services students receive. I feel more professional about my job." (Teacher)

"I think it is great. It has helped me a lot. Everyone should have such an opportunity as I have had in this program." (Student)

"Let me commend you for your work in what I consider to be an excellent program." (Parent of young adult enrolled in program)

CONTACT: W. D. Taylor, Director of Adult Education
206 Wilkins Street
Greenville, South Carolina 29605
Phone: 232-2429

published April, 1978
by Education Products Center
South Carolina Department of Education
Columbia, South Carolina

Affective Education

Guidance

WHAT: Self-Concept Improvement

WHERE: Aiken County School District

FOR WHOM: Students in grades K-12

WHY: To ensure the development of a positive and realistic self-concept in each student.

HOW: This program is based on the belief that there is a correlation between self-concept and classroom performance. Each school in the district, including special schools, organized a self-concept committee composed of the principal, a counselor, and a teacher. Schools that did not have a counselor placed two teachers on the committee. Meetings were held to introduce the program, and resource materials were provided for each committee member.

A variety of projects, most of which are designed by teachers, have been introduced in classrooms. All of these activities place emphasis on the students as individuals and on the positive aspects of their personalities.

Instructional television series such as "Ripples," "Inside Out," "Bread and Butterflies," and "Self-Incorporated" are used where facilities are available. DUSO kits are widely used in elementary schools. The Marilyn Van Derbur series of motivational films, an eight-class mini-course, is shown to all eighth graders in the district. These films receive overwhelming student approval and have demonstrated great potential.

"The New Model Me" may be combined with a regular course or offered separately. It is a high school mini-course that is directed at providing opportunities for youth to acquire knowledge, skills, and attitudes about behavior needed for constructive living. Several PTA groups have purchased Systematic Training for Effective Parenting kits and conduct classes for their members. STEP is a nine-week course for parents . . . a realistic and sensible approach to parent-child relationships.

WHEN: Daily for classroom activities; as scheduled for ITV programs and mini-courses

BEGAN: Winter 1977

FUNDING: Local

EVALUATION: The program coordinator comments: "Something good has to be happening when 315 fourth, fifth, and sixth graders are involved in a total of only twenty-nine (29) disciplinary cases for an entire school year. Observing happier, better adjusted students in their classrooms makes teachers feel better about themselves and the job they are doing. The rewards of this program to the teachers are in direct proportion to their involvement."

COMMENTS: "Self-portraits drawn by students get bigger and bigger. They feel better about themselves and have become more important to themselves." (Teacher)

"Their attitudes and achievement are improving." (Teacher)

"They are proud and interested in how they look to others." (Teacher)

"The attitude is contagious. By emphasizing the importance of the student, many times in the most simple manner, the magic is working. By calling attention to students as individuals, their need for gaining attention by misbehaving is diminished." (Principal)

"My son enjoys writing nice things about others because it makes him feel good." (Parent)

"My daughter's handwriting has improved." (Parent)

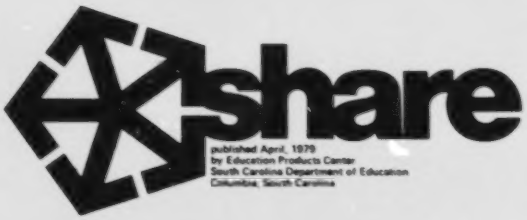
"My grandson is excited about selecting a Star Student of the Day." (Grandparent)

"My daughter has learned to be complimentary instead of critical." (Parent)

"I like to read what my classmates write about me because it makes me feel important. We all like to be complimented and encouraged." (Student)

"It makes me feel good when I write something or say something nice about my classmates." (Student)

CONTACT: Bob Hulsebus, Supervisor of Guidance
P. O. Box 8
Langley, South Carolina 29834
Phone: 593-9256



Affective Education

Guidance

WHAT: Orientation to Guidance Services

WHERE: A. O. Jones Elementary, York District 4

FOR WHOM: Students in grades 6-7

WHY: To acquaint sixth graders and other new students with the services of the school guidance program in their school; to provide the counselor an opportunity for individual or small group contact with all students new to the school.

HOW: During the first three to four weeks of school, all new students attend an orientation session. Transparencies are used to explain the role of the guidance counselor. These transparencies are used in small groups of six to eight students with counselor explanations and student questions and/or discussion.

Transparencies consist of "Peanuts" characters explaining what a counselor does, showing how a student can make contact with the counselor, and introducing students to various areas which might be explored individually or in small groups with the counselor.

WHEN: First month of school for half or full period

BEGAN: 1976

FUNDING: Local

EVALUATION: Orientation program evaluated through student response plus teacher and administration appraisal.

COMMENTS: "The orientation program is a great 'plus' as it acquaints new students with the guidance services available to them. As a teacher, I have observed many students who have benefited from our guidance services. It's also good that new students have an opportunity to personally meet other new students here at A. O. Jones." (Teacher)

"The orientation program seeks to improve social and behavioral relationships between students and their peers and also implement better understanding between students and teachers. Cooperation and development of self-discipline and self-image are among the program's greatest assets." (Principal)

CONTACT: Lynn Coleman
P. O. Box 369
Fort Mill, South Carolina 29715
Phone: 547-2257

share
published April, 1979
by Education Products Center
South Carolina Department of Education
Columbia, South Carolina

Affective Education

Guidance

WHAT: Developing an Understanding of Self and Others (DUSO)—Affective Education

WHERE: Macedonia Middle School, Barnwell District 19

FOR WHOM: Students in grade 4

WHY: To improve and enhance a student's self-concept; to help the student develop an understanding of his own values and a responsibility for his own actions.

HOW: One example of many activities motivated by use of the DUSO I Kit was "Today Is Be Nice Day." This idea was conceived after discussing three stories in the DUSO Kit about "How Does It Feel?" Construction paper flowers were made, and the students wore them all day. Some of the activities participated in by the students included: (1) telling someone something nice (someone they were usually not "so nice" to); (2) cleaning up someone else's messy place in the lunchroom; (3) giving up a turn on the playground equipment. At the end of the day, a discussion was held on the feelings of the students after doing something nice for someone else.

Another day, the children took turns drawing each other's silhouettes using a film projector and poster board. The child then cut out his/her silhouette and covered it collage fashion with pictures of things that made him/her feel good or happy.

WHEN: Mondays and Wednesdays: 8:30–9:00 a.m.

BEGAN: 1974

FUNDING: State and local

EVALUATION: This program has resulted in happier children who present few discipline problems, and who are enthusiastic during other classroom situations.

COMMENTS: "Students really enjoy DUSO, and they are very active in classroom discussions following a DUSO activity." (Teacher)

"I love DUSO." (Student)

"I feel better when I talk about some things." (Student)

"I don't feel so stupid and silly any more." (Student)

CONTACT: Andy Sandifer, Title I Coordinator
Box 185
Blackville, South Carolina 29817
Phone: 284-2234; or

E. M. Lebby, Principal, or
LaVonne Holmes, Teacher
Blackville, South Carolina 29817
Phone: 284-2175

published April, 1979
by Education Products Center
South Carolina Department of Education
Columbia, South Carolina

Affective Education

Guidance

WHAT: Rap Sessions—A Type of Group Guidance for Seventh and Eighth Grade Students

WHERE: Belton Middle School, Anderson District 2

FOR WHOM: All seventh and eighth grade students

WHY: To increase students' self-awareness so that they have a positive acceptance of their unique, infinite value; to encourage students to develop positive attitudes and values.

HOW: Each homeroom teacher selects two student guidance committee members to assist in coordinating classroom group guidance rap sessions. Students plan activities and are actively involved in leading the rap sessions.

Teachers help the students plan the rap sessions and offer support during them. The guidance counselor provides support, including ideas, suggestions, and resource materials. Activities involve role playing, films, games, class discussion, and small group discussion. Many of the ideas for activities are taken from ***The Middle School Recipe Book*** distributed by the State Department of Education. Films from the ITV series "Bread and Butterflies" and "Self-Incorporated" are also used.

WHEN: Twice a month, homeroom period is extended

BEGAN: 1977

FUNDING: Local

EVALUATION: Teachers have found this method of group guidance to be very effective.

COMMENTS: "Students seem to respond to the ideas of their classmates and get involved with the discussion." (Teacher)

"This is one of the most effective aspects of our guidance program. We get greater student participation with things concerning them at the immediate time. We feel that school citizenship is improved by this program." (Principal)

"Having my classmates lead the rap sessions has been a good thing. I enjoy their leadership for a change." (Student)

CONTACT: Mrs. Julie Simmons, Counselor
102 Cherokee Road
Belton, South Carolina 29627
Phone: 338-6595

published April, 1979
by Education Products Center
South Carolina Department of Education
Columbia, South Carolina

Affective Education

Guidance/Substance Abuse

WHAT: Substance Abuse Program

WHERE: Berkeley County School District

FOR WHOM: Students in grades K-12

WHY: To help students develop the skills to make responsible decisions concerning the use of substances.

HOW: The Alcohol and Drug Abuse Prevention Program developed as a result of an increase in substance abuse among the community's school-age students. The program uses an affective approach to substance abuse education and prevention. This approach gives students the opportunity to explore alternatives to drug use, to clarify their values, to develop communication skills, and to engage in experiences that enhance self-concept.

Specific programs and materials used in the program include: DUSO (Developing Understanding of Self and Others), K-6; Discover Self and Society, K-3; *Decisions, Decisions, Decisions,* K-6 (curriculum guide developed by the State Department of Education); Assertive Training for the Young, 5-6; *Human Behavior and Decision Making,* 7-12 (curriculum guide developed by the State Department of Education); New Model Me—A Curriculum for Meeting Modern Problems, 9-12.

Consultant assistance is provided to the program by the State Department of Education, South Carolina Commission on Alcohol and Drug Abuse, and private consultants. Teachers receive training in the affective approach by involvement in community sponsored drug prevention conferences. In addition, some teachers have participated in a 45-hour course in affective education, providing three (3) units of certificate renewal credit from the State Department of Education.

WHEN: On-going basis throughout the school year

BEGAN: July 1976

FUNDING: State and local

EVALUATION: Positive feedback regarding the program has been derived from principals, students, and teachers through self-report instruments such as attitude surveys, questionnaires, and written statements.

COMMENTS: "I've enjoyed using DUSO with my class; students are enthusiastic and get something out of it." (Teacher)

"Our students need more activities in the affective domain. We need to spend more time on self-concept development." (Principal)

"The activities we do are fun and different, and I've learned more about myself and others." (Student)

"My youngster never fails to tell me about some of the activities being done in class." (Parent)

CONTACT: Mrs. Diane Steffen
P. O. Box 217
Moncks Corner, South Carolina 29461
Phone: 899-2148

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published April, 1979
by Education Products Center
South Carolina Department of Education
Columbia, South Carolina

Affective Education

Guidance/Substance Abuse

WHAT: Substance Abuse Prevention

WHERE: Darlington County School District

FOR WHOM: Students and teachers in grades K-12

WHY: To develop positive self-esteem in teachers and students and to enhance coping skills for the prevention of substance use and abuse.

HOW: The Darlington County School District Substance Abuse Program focuses on prevention, an educational process, and intervention, a counseling and referral process.

Teen-Peer Counseling, a part of the prevention process, is a program for youth helping youth. Teen counseling involves high school students working in the classroom setting with younger students. The program provides an opportunity for sharing

concerns, building self-concept, and improving communication and decision-making skills. Peer counselors, in a group setting, help fellow students identify, express, and explore feelings and problems.

The School Resources Development Teams are another aspect of the prevention program. Each team is composed of a principal or an assistant principal, a guidance counselor, and two other professional staff members. The teams are trained for a 45-hour period in communication skills, decision-making skills, group process, and program development. These teams develop a prevention/intervention program for their own schools and are responsible for implementing this plan during the school year. Follow-up and technical assistance are provided.

In-service training and courses offering recertification credit are provided for teachers in the district to teach concepts and instructional strategies which promote positive self-esteem.

The intervention program coordinates efforts with the Intervention Specialist of the Darlington County Commission on Alcohol and Drug Abuse, and includes group and individual counseling for students referred by the secondary schools.

Mini-courses are conducted by Coker College students in some secondary schools to develop an understanding of human behavior and decision-making skills. These students receive training and participate in weekly process and evaluation sessions.

WHEN: This is an on-going program throughout the school year. Some summer training is involved.

BEGAN: 1974

FUNDING: Local and state

EVALUATION: An evaluation packet has been developed by the Darlington County Human Resources Development Team with the assistance of Region IV Training Center, U.S. Office of Education, Miami, Florida.

COMMENTS: "I recommend more workshops of this nature." (Teacher)

"Well planned and executed. Team sessions were interesting and inspiring. Resource personnel were enthusiastic and knowledgeable." (Teacher)

"I feel this is a worthwhile program for the students in my school." (Principal)

"Becoming a teen counselor was one of the best things that ever happened to me. I got to know other people as well as getting to know me. Some people think kids don't even care. But they're wrong! Kids do care and do have feelings, and I think peer counseling brings this out in them." (Student)

"Teen counseling has helped me become close to the people that I love and care about. I knew I loved them before, but I guess I took it for granted that they knew. Now I have found ways to let people know how much I do appreciate them." (Student)

CONTACT: Mrs. Carolyn Humphries, Drug Education Coordinator
Information and Publication Center
255 Blue Street
Darlington, South Carolina 29532
Phone: 393-0476

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published April, 1979
by Education Products Center
South Carolina Department of Education
Columbia, South Carolina

Affective Education

Guidance/Substance Abuse

WHAT: Affective Education—Substance Abuse, DUSO I and II

WHERE: Florence District 1

FOR WHOM: Students in grades K-6

WHY: To provide students with opportunities to become more aware of the relationship between themselves, others and their needs and goals; to provide experiences through which a child can: learn more ways to express feelings; learn that feelings, goals, and behavior are dynamically related; and learn to talk freely about feelings, goals, and behavior.

HOW: The DUSO program is the core of the State Department of Education Substance Abuse Unit. DUSO Kits I and II were placed in each first and fourth grade classroom in the district's fourteen (14) elementary schools. This eliminated the possibility of repetition of lessons which might occur if kits were placed in all K-6 classes. DUSO I consists of eight units and meets the needs of students at the first level. DUSO II serves the same purpose in the fourth year level.

The DUSO lessons are designed for use throughout the school disciplines—language arts, math, science, social studies, and may even be used in specialized areas or by individual counselors. The lessons are used in conjunction with the State Department of Education guide, *Decisions, Decisions, Decisions.*

BEGAN: 1973-74

FUNDING: State

EVALUATION: Teacher poll for affective behavior; pre- and post-tests for cognitive skills.

Test score results are not yet available since revised guides are being implemented during the 1978-79 school year.

COMMENTS: "DUSO definitely changes behavior for the better." (Teacher)

"DUSO is a useful tool in our classrooms and a valuable resource in our guidance department." (Principal)

"DUSO tells us what to do right." (Student)

"I would be terribly upset if I knew my child was not exposed to DUSO." (Parent)

CONTACT: Elsie V. Matthews, Coordinator of Substance Abuse
S. Dargan and Pine Streets
Florence, South Carolina 29501
Phone: 669-4141

share
published April, 1979
by Education Products Center
South Carolina Department of Education
Columbia, South Carolina

Affective Education
Substance Abuse
Parent Involvement

WHAT: Substance Abuse Prevention, Elementary Parent Volunteers

WHERE: Greenville County School District

FOR WHOM: Grades K-5

WHY: To use parent volunteers as effective resource persons in implementing the substance abuse prevention program in elementary schools.

HOW: Parent volunteers are a valuable asset in operating the substance abuse program. They assist in gathering information, pamphlets, and films, and in presenting the DUSO program (Developing Understanding of Self and Others). In most schools within the district, after parent-teacher planning, volunteers can present the individual lessons to students in the classroom. Some parents assist teachers further by doing "leg work" and gathering other resources for the program, including classroom speakers. Teachers primarily coordinate the lessons and concepts with other subject areas.

All volunteers are given in-depth in-service in the district involving methods for using the DUSO kits in the classrooms. In addition, several parents from the school district were given scholarships to be trained in a week-long South Carolina School of

Alcohol and Drug Studies held in Charleston annually, sponsored by the State Department of Education and the South Carolina Commission on Alcohol and Drug Abuse.

WHEN: Weekly

BEGAN: 1977

FUNDING: State

COMMENTS: "We parents have committed ourselves to working closely with the administration and teachers who are concerned with the DUSO program. Since the beginning of our project, we have received tremendous support and assistance from the Commission. This has served to feed our enthusiasm and made us more determined to make our efforts successful." (Parent)

CONTACT: Peggy Griffeth, Coordinator of Substance Abuse Education Program
37 Tindal Avenue
Greenville, South Carolina 29605
Phone: 233-1652

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published April, 1979
by Education Products Center
South Carolina Department of Education
Columbia, South Carolina

Career Education

WHAT: Career Exploration Project

WHERE: Irmo Middle School, Lexington District 5

FOR WHOM: Students in grades 6, 7, and 8

WHY: To develop good attitudes toward the personal and social significance of work; to develop self-awareness; to develop and expand occupational awareness and aspirations; to improve overall educational performance by unifying and focusing around career development themes; to provide experiences for students which will assist them in evaluating their interests, abilities, values, and needs as they relate to occupational roles; to provide opportunities for detailed exploration of selected occupational clusters.

HOW: Instructional resources are certified personnel with occupational and career guidance experience, community resources, and facilities (speakers, tours, support materials); equipment and supplies closely resembling those used within the occupation (such as business and office cluster typewriters, adding machines, telephones); various levels of basic instructional materials to meet individual needs and learning levels.

Instructional approaches include laboratory, manipulative "hands-on," and simulated activities; learning centers; and a variety of media and teaching procedures. Teacher lectures are minimized. Emphasis is given to student planning and "hands-on" activities. The teacher provides an overview, helps identify sources of information, suggests appropriate methods for exploring interest areas, and provides guidance.

Films, filmstrips, and videotape programs, field trips, speakers, and other resource materials are used when appropriate.

Fields explored include personal services, construction, manufacturing, graphics, industrial arts, agribusiness, marketing, health, business, communications (film-making, TV production, drama, journalism, and writing), transportation, public and social services, fine arts, humanities, and environmental awareness.

Guidance personnel work closely with each grade level to promote self-awareness, explore interests and abilities, and develop and clarify values. Guidance counselors also administer interest inventory tests to eighth grade students.

WHEN: Three 50-minute periods per week

BEGAN: 1976

FUNDING: Local

EVALUATION: Students appear to be very interested and are more aware of the world of work. Career Maturity Inventory indicated that the program appears to be influencing attitudes, future planning, and general decision making. Harrington–O'Shea Career Decision Making Survey is also used.

COMMENTS: "For the middle school student the career laboratory assists him or her in identifying special interests and capabilities." (Teacher)

"Excellent up-to-date information is presented in an informative, interesting manner. Children of all intellectual abilities are very interested and attentive when viewing the material." (Teacher)

"This is an outstanding program that offers the opportunity for middle school students to explore the world of work in terms of their individual interests and capabilities, and see its relationship to the academic world." (Principal)

"I enjoy the laboratory activities and look forward to the variety of activities." (Student)

CONTACT: Dr. Bobbie McEntire, Director of Irmo Middle School
P. O. Box 508
Irmo, South Carolina 29063
Phone: 781-3384

published April, 1979
by Education Products Center
South Carolina Department of Education
Columbia, South Carolina

Career Education

WHAT: Experiential Career Education

WHERE: J. L. Mann, Eastside, and Wade Hampton high schools, Greenville County

FOR WHOM: Students in grades 11-12

WHY: To develop student self-awareness, career awareness, career maturity; to help students view careers in relation to personal interests and aptitudes; to improve school/community relations.

HOW: Students spend six hours per week in the business community paired on a one-to-one basis with successfully employed adults. Students spend one hour per week in group guidance.

Phase I: Exploration students rotate their six hours per week at three or four job sites within their chosen career cluster. Exploration meets needs of the student with little sense of career direction. Credit: Career Education Elective.

Phase II: Internship students spend their six hours per week paired with an individual in the career area of their choice. Internship meets needs of mature students who have made tentative career choices. Credit: Designated Department Elective.

Structured group counseling guides the students toward wise choices for exploration. Required cluster readings and simulated interviews prepare students for the independence of experimental learning. Group counseling aids students in assessing and assimilating experiences. Journals, projects, and learning contracts make progress accountable.

More than 100 businesses, agencies, and industries make over 400 jobs available to students. The business community is extremely supportive. Job placement has become a program component due to demand for these "job ready" mature students.

Local funding is anticipated for 1979-80.

WHEN: Daily

BEGAN: 1976-77

FUNDING: Federal

EVALUATION: Objective outside evaluation has demonstrated student growth in maturity and community support.

COMMENTS: "I can tell the EBCE students when they walk into my classroom because they are the ones who come in, sit down, and get to work." (Teacher)

"The combined career experiences and guidance provide excellent motivation to J. L. Mann students." (Principal)

"I went ten years without discovering that school could be more than just a dull day behind the same old desk. EBCE has made the time worthwhile because I now know I'm not just working, I'm working toward something." (Student)

"I have watched a 16-year-old blossom into a mature young lady, able to meet the public and cope with the work-a-day world in a way which belies her years." (Parent)

CONTACT: A. Badenoch, Career Education
J. L. Mann High School
61 Isabel Lane
Greenville, South Carolina 29607
Phone: 288-5863

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published April, 1979
by Education Products Center
South Carolina Department of Education
Columbia, South Carolina

Career Education

WHAT: Career Education

WHERE: Georgetown County School District

FOR WHOM: Kindergarten through twelfth grade

WHY: To increase student awareness of the relationship of curriculum to careers; to develop and compile four career awareness activity guides to cover the basic disciplines of English, mathematics, science, and social studies.

HOW: In a series of workshops, thirty-two teachers (one from each of the four major disciplines, English, mathematics, science, and social studies, at the eight secondary schools) develop four activity guides for integrating Career Education into these disciplines. These guides contain specific objectives of activities, descriptions of how to go about activities, materials needed, and methods of evaluating student's performance.

The initial workshop involved all thirty-two teachers in a joint meeting conducted by a consultant, to demonstrate methods of developing these Career Education guides.

Four separate workshops were conducted (one for each specific subject area), involving eight teachers each, with a consultant. The purpose of these workshops was organizational planning of the four guides.

Additional workshops were conducted, totaling three subject area workshops for each of the thirty-two participating teachers.

An on-going evaluation program determines the relationship of career awareness to the subject matter areas. Evaluation is carried out through pilot activities with selected groups of students and teachers who attempt the integration of careers in subject matter materials. After the guide is distributed for use in the classroom, a questionnaire is completed by teachers and students to measure effectiveness of the program.

WHEN: At the discretion of teachers

BEGAN: 1975-76

FUNDING: Local

EVALUATION: A brief questionnaire for teachers and principals. The Vocational Knowledge Inventory Survey and the Career Planning Profile are administered to a sampling of the student body.

COMMENTS: "Career education is a profitable endeavor. It is necessary to begin early in the child's school career. Students guide themselves in career selections. It is an excellent way to teach research skills and also skills in outlining." (Teacher)

"This approach to career education has been needed for a long time at the high school level. I have been much impressed with the relevancy of this program to student interest and increased probability of selecting an appropriate occupation." (Principal)

"It is fun to learn about various careers. It helps us to begin thinking about what's involved in earning a living." (Student)

"The children became more concerned about their parents' careers. The parents enjoy serving as resource personnel." (Parent)

CONTACT: Roy Fowler, Coordinator of Psychological Services and Testing
P. O. Box 720
Georgetown, South Carolina 29440
Phone: 546-2561

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published April, 1979
by Education Products Center
South Carolina Department of Education
Columbia, South Carolina

WHAT: Career Orientation for Seniors

WHERE: Northwestern and Rock Hill high schools, York District 3

FOR WHOM: High school seniors

WHY: To give high school seniors practical experience with business or professional people in areas that interest them; to give these students information which can help them determine their college majors or professions.

HOW: The Career Orientation Program for Seniors is a joint effort of the Rock Hill Rotary Club and York School District 3. At the beginning of each year, seniors at each of the two high schools are given an opportunity to request to spend a day (other than a school day) with a business or professional person in work that interests them.

Once the students' requests are received and reviewed by the district program coordinator, a meeting of the coordinator and the Rotary Club Committee is held to begin matching students with community business and professional people. When the assignment process is completed, the program coordinator notifies the student of the assignment and confirms the appointment with the business or professional person. The importance of keeping the appointment and being prompt is stressed to the student. Transportation and meals are the responsibility of the student, and appropriate dress is required of all students.

WHEN: Visits are on teacher in-service days or holidays

BEGAN: 1976

FUNDING: Local

EVALUATION: Both the community resource person and the student have an opportunity to submit an evaluation form after the visit is completed. Based on these evaluations and community response, the program is highly successful and an excellent example of the school and community working together.

COMMENTS: "I hope that you are finding this kind of experience is valuable to all students. I personally feel that it should put them in touch with the realities of a career and would influence decisions about careers in a most practical way." (Business Person)

"My day could not have been better or more educational. Thank you for the chance to get answers to many of my questions." (Student)

CONTACT: Paul T. Campbell, Director of Research
522 East Main Street
Rock Hill, South Carolina 29730
Phone: 328-3814

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published April, 1979
by Education Products Center
South Carolina Department of Education
Columbia, South Carolina

Community Involvement

WHAT: Community Education Program

WHERE: Florence District 1

FOR WHOM: Citizens of all ages, ethnic backgrounds, and socio-economic groups in the Florence and greater Pee Dee area

WHY: To fully utilize the community's human and physical resources; to expand the scope of public education; to offer learning and enrichment opportunities through educational, recreational, social, and cultural services.

HOW: Community interests and needs are identified by formal and informal surveys, and classes are established accordingly. Modifications are made as times and concerns change. Communitywide interagency cooperation helps identify concerns and provides human and physical resources.

Classes are scheduled to encourage involvement of family members of all ages.

Teachers are drawn from the community at large on the basis of demonstrated skills, experience, and training. Learning centers are operated throughout the community in one adult, one elementary, and four junior high schools, agencies, businesses, and churches. Classes are matched with sites having identified needs.

The community education services are implemented by two community school coordinators and supervised by a district coordinator of community education and the district's director of adult and community education.

WHEN: Year round, twelve hours a day weekdays, special weekend activities

BEGAN: February 1969

FUNDING: The program is essentially self-supporting by minimal fees from participants with only limited use of federal, state, and local funds and/or facilities. The program was initially funded by a grant from the Charles Stewart Mott Foundation.

EVALUATION: Community school participants complete an evaluation form at the conclusion of each course. The results of these evaluations, plus the information gained from periodic comprehensive community education surveys, provide the bases for program evaluation and content planning.

COMMENTS: "Seeing the expressions of pride in students' faces as they display their work, realizing that some students have entered gainful employment as a result of my classes, and knowing that sharing my talent has helped the community grow are just a few of the rewards community education has brought me as an instructor." (Teacher)

"Community education is indeed an asset to our community. In the past, our facilities were primarily used for teaching traditional educational courses. Now the community school concept identifies the needs, the problems, and the wants of the total community. Getting parents and other community friends informed and interested in the program has spelled involvement. Our program includes enrichment, vocational, remedial, and recreational activities during the important unused hours of the afternoon and evening. Community education utilizes our facility as a year-round center for educational and community activities." (Principal)

"Community education has brought many opportunities to within walking distance of my home. My daughter enjoys tap and ballet classes at modest prices without my worrying about transportation. She probably could not have enjoyed this enrichment activity were it not for the community school program." (Parent)

CONTACT: Dorothy Murphree, Director of Adult and Community Education
301 S. Dargan Street
Florence, South Carolina 29501
Phone: 665-7673

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published April, 1979
by Education Products Center
South Carolina Department of Education
Columbia, South Carolina

Community Involvement

WHAT: Elderly Meal Plan

WHERE: Fairfield County

FOR WHOM: Eighty (80) senior citizens who are rurally isolated and unable to prepare meals in their homes

WHY: To serve forty senior citizens in the school cafeteria and forty elderly people in their homes through the Meals on Wheels Program.

HOW: The Council on Aging drew up a contract with Everett Community Schools, paid cafeteria manager and staff for the extra work involved, and set up a schedule. Elderly people who meet Title XX criteria receive transportation on two buses furnished by the Council on Aging. Others walk or get their own transportation.

Besides a nutritious meal, senior citizens are involved in nutrition education, using Clemson Extension consultants; health check-ups and welfare counseling in conjunction with the County Health Department and nurses from the local hospital; arts and crafts classes provided by the site manager; presentations by speakers from the police department, members of the clergy, and other community agencies; and physical exercises.

In the initial phase of the program, little contact existed between senior citizens and Everett students. More recently, senior citizens have been invited to conduct mini-courses for students on crocheting, whittling, and "stories about the good old days."

WHEN: Five days a week year round

BEGAN: 1977

FUNDING: Federal

EVALUATION: The program has had stable attendance, and informal conferences with participants indicate total satisfaction with the program.

COMMENTS: "Without the program, some of these people would be in a nursing home. The majority are widows and widowers and enjoy the fellowship provided by the Elderly Meal Plan." (Site Manager)

"They are a real asset to our public relations program. They have joined the PTA, speak positively about the children's behavior, and have recently volunteered to be a part of our instructional program. We are delighted to have them." (Principal)

"I didn't know how to cook, and when my wife died, I wasn't eating right. Now I get a good meal at noon and just fix a sandwich in the evening." (Participant)

CONTACT: Carol A. Runda, Principal
Everett Community School
300 Poplar Street
Winnsboro, South Carolina 29180
Phone: 635-4177

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published April, 1979
by Education Products Center
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Columbia, South Carolina

Curriculum Development

WHAT: Curriculum Development

WHERE: Sumter District 17 elementary and middle schools

FOR WHOM: Preschool through eighth grade teachers

WHY: To list in sequential order the objectives for each curriculum area, then develop for each specific objective a set of strategies for each learning style (visual, auditory, kinesthetic) with matching resources and evaluation items.

HOW: The school board has developed the mission for our school district with broad continuing objectives. Curriculum committees were formed three years ago to develop long-range goals for each area of our curriculum K-8. After these long-range goals were stated, we began to develop specific objectives which would assure the accomplishment of these long-range goals and, in turn, the continuing objectives and mission.

The specific objectives have been developed and now committees are analyzing each objective and writing strategies for each learning style. These strategies are suggested teaching activities. Each strategy will have recommended resources as well as an accompanying evaluation or assessment item. A sheet in a curriculum notebook will be devoted to each objective, listing the strategies, resources, and evaluation items.

Elementary curriculum committees are composed of one primary and one elementary teacher from each of our six elementary schools. Language arts, mathematics, science, and social studies committees, therefore, have twelve members. Physical education, library, music, art, and the early childhood committees are made up of those special area school staff members.

WHEN: These committees meet in accordance with the district calendar on a monthly basis

BEGAN: 1975

FUNDING: Local

EVALUATION: State Department of Education consultants have assisted in the process of development with positive reactions. The proof of the success is the accomplishments.

CONTACT: Don Barber, Director of Elementary Education
Drawer 1180, N. Pike Road
Sumter, South Carolina 29150
Phone: 469-8536

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published April, 1979
by Education Products Center
South Carolina Department of Education
Columbia, South Carolina

WHAT: Art in Depth for the Talented

WHERE: Charleston County School District

FOR WHOM: Students at all levels

WHY: To provide talented art students the experience of two full weeks of concentrated art study without interruption; to encourage selected art students to discover a full measure of accomplishment, success, and the inspiration for further pursuits.

HOW: The first year only fifteen selected students received concentrated instruction from the Art Coordinator; drawing, etching, and wood carving were the only pursuits. The following year two art teachers worked intensively with fifteen students each for two weeks. Water colors, drawing, etching, wood carving, and paper maché were pursued in depth.

The two summer programs were successful from every point of view; parents were delighted; students sold all their art work at their "Art Day Exhibit."

The community, TV, and radio have responded positively, and the future seems to promise expansion. The quality achievement has surprised the children as well as their parents. Two weeks of total concentration has expanded in-depth art experiences provided in the regular school year.

WHEN: Monday through Friday for two full weeks

BEGAN: 1977

FUNDING: Local

EVALUATION: Teacher/student critique and observations

COMMENTS: "Beautiful experience." (Teacher)

"Terrific!" (Principal)

"Why don't we have more of this?" (Student)

"A great program." (Parent)

CONTACT: Hans Pawley, Art Coordinator
3 Chisolm Street
Charleston, South Carolina 29401
Phone: 722-8461

published April, 1979
by Education Products Center
South Carolina Department of Education
Columbia, South Carolina

WHAT: String Program

WHERE: Spartanburg District 6

FOR WHOM: Students in grades 5-12

WHY: To help each child develop his fullest potential; to develop musical skills, understandings, and attitudes that enable a child to enjoy a richer life through listening to and/or participating in musical experiences.

HOW: The plan to add strings to the curriculum resulted from considerable community interest in the idea. Principals, administrators, the board of trustees, and interested citizens were involved in many discussions before the final decision was made to implement the program. A definite factor contributing to the success of this program was the involvement of all of these people before the program was actually begun. Everyone had a voice in planning the program and therefore supported its implementation.

The program is designed to teach large heterogeneous classes. Through larger classes, more students are involved, therefore the program grows faster. Students also develop a feeling of group unity and loyalty. String instruction is begun at the fifth grade level. This is the age when students are physically mature enough to handle the instrument and make rapid progress. It allows enough time to teach all the basic skills needed to perform in the high school orchestra, but does not make it so early that the students are involved in years of study before they get to play in an orchestra.

All of the staff members are string specialists, including two violin and viola specialists, one cello specialist, and one double bass specialist.

Students are involved in various programs. The Dorman High School orchestra does the majority of the performing. Programs are presented for clubs, festivals, radio shows, PTA's, assemblies, conventions, and contests.

Students furnish their own violins, violas, and cellos. The two music stores in Spartanburg provide a trial-purchase plan for our students. This way a child can become involved in the program without buying an instrument. The district furnishes some cellos and basses. A rental fee is charged for the use of these instruments.

Consultant advice is obtained from outside the district at least once a year. All teachers are encouraged to attend workshops and conventions for continuous training and motivation.

All classes meet under conditions conducive to learning. Dorman High School added an orchestra rehearsal hall to its facility.

WHEN: Fifth grade classes meet for two 45-minute sessions each week. Sixth through twelfth grade meet each day for one regular class period.

BEGAN: 1975-76

FUNDING: Local

COMMENTS: "Two factors seem to predominate in creating a successful experience for students in the District Six String Program: (1) fantastic cooperation and support from teachers, principals, administrators, parents, the board of trustees, and the community; (2) a competent faculty that work well together." (Teacher)

"The strings program is an integral part of the elementary music program. It offers additional musical experience for the child who has special interest and aptitude in music. The opportunities and experiences offered a child in the public school orchestra program make a distinct contribution to his abundant life." (Principal)

"Music is not my chief ambition in life, but it is a very vital part. You gave me the knowledge of how to make music. . .a priceless gift." (Student)

"We all share a great deal of warmth and devotion for the Dorman Orchestra." (Student)

"Everyone should have a chance to learn music like this." (Student)

"The District Six Orchestras seem to have a special magic about them." (Student)

"The string program has provided my child with so many skills and experiences. . .I'm so glad he has this opportunity. It is something he will use all of his life." (Parent)

CONTACT: Pamela Tellejohn
1493 W. O. Ezell Boulevard
Spartanburg, South Carolina 29301
Phone: 576-4212

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published April, 1979
by Education Products Center
South Carolina Department of Education
Columbia, South Carolina

Food Services

WHAT: Choice in School Lunch

WHERE: Darlington County School District

FOR WHOM: Junior high and high school students

WHY: To minimize food waste in the School Lunch Program; to give students the opportunity to select their own lunch menu.

HOW: During the spring semester of 1978 a choice in the school lunch menu was implemented in the junior high and high schools in Darlington County. The students are offered a choice of two entrees, three or four vegetables, two salads, and two desserts. A salad bar further enhances the variety offered to the students.

Students assisted in implementing this program by stating their food preferences and choices. In the near future a youth advisory council, "YAC," is planned which will elicit student input into menu planning.

WHEN: Monday through Friday during the lunch period

BEGAN: 1977-78

FUNDING: Federal

EVALUATION: Participation in the high school food services has almost doubled, thus increasing district daily average participation from 82 percent to 84 percent.

COMMENTS: "I think it's the greatest thing that has ever happened to our program in the eyes of the students. There is less plate waste and the children appear to be happy." (School Food Service Supervisor)

CONTACT: Mrs. Catherine Cross, School Food Service Director
304 County Courthouse
Darlington, South Carolina 29532
Phone: 393-0404

Food Services

published April, 1979
by Education Products Center
South Carolina Department of Education
Columbia, South Carolina

WHAT: School Breakfast Program

WHERE: Richland District 1

FOR WHOM: All students in the school district

WHY: To help all school children meet their daily nutritional needs; to improve students' overall nutrition by making available a nutritious breakfast.

HOW: The breakfast program was implemented in all fifty-five schools in the school district by the 1974-75 school year; parents were informed of the breakfast by a letter sent home with the students. Response has been excellent.

A minimum of two cafeteria employees are required to prepare and serve breakfast each day. There are up to 500 students and teachers participating in the program in some schools.

A "choice breakfast" is currently being implemented in all of the high schools. Participating students will have the opportunity to choose between a hot or cold menu item. The choice is being offered in an effort to further increase participation.

There are plans to incorporate a youth advisory council ("YAC") in the schools. "YAC" will give the students an opportunity to assist in menu planning.

WHEN: Monday through Friday from 7:15 to 8:30 a.m.

BEGAN: 1974

FUNDING: Federal

EVALUATION: Thirty-three percent of the students participate in the breakfast program.

COMMENTS: "Students who do not eat breakfast are tired because the body has minimal energy available for the day's school work." (School Food Service Director)

"We think it is a wonderful thing for a lot of children; it may well be their one chance for a balanced breakfast." (Principal)

CONTACT: Mr. David Bullard, District School Food Service Director
1225 Oak Street
Columbia, South Carolina 29204
Phone: 254-8191

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published April, 1979
by Education Products Center
South Carolina Department of Education
Columbia, South Carolina

WHAT: Project Challenge

WHERE: Resource Center located at Concord Elementary School, Anderson District 5

FOR WHOM: Academically and creatively gifted and talented students in grades 2-6

WHY: To challenge, motivate, and stimulate carefully selected pupils to become all that they are capable of being; to provide them opportunities to develop according to their unique talents and abilities; to open the minds and hearts of these students to the joys of living and learning; and to provide the avenues of experience to keep them eager and excited throughout their school experience.

HOW: The centrally located resource room serves 250 elementary students in grades 2-6 from all thirteen elementary schools in the district.

Project Challenge is developing according to a predesigned six-year plan which includes full implementation of the creative, academic, psychosocial, and kinesthetic components in grades K-12 by 1981-82. The project presently serves academically and creatively gifted and talented students in the elementary grades. An identification program for grades 7, 8, and 9 is currently under way.

Emphasis is placed on the teaching of values clarification and future studies through the areas of language arts, science, social studies, literature, art, music, and creative writing. Group discussion skills, decision-making skills, participation in simulations, boundary breaking activities, brain teaser exercises, creative thinking, and the development of the higher level thinking abilities are utilized for process development and related to the content areas. Students participate in independent study, creative dramatics, and public speaking activities designed to meet their individual needs and interests.

An afternoon mini-course component is offered as a voluntary opportunity for children enrolled in the resource center program. It gives students an opportunity to explore in greater depth specific areas in which they are interested and talented. Part-time after school employment of specialists from the regular teaching staff provides exposure to a diversity of talent and teaching ability. Participation is first-come, first-served, with a maximum enrollment of fifteen per class. Offerings include conversational French, personal typing, gourmet cooking, creative dramatics, arts and crafts, superstar math, experimental science, and creative writing.

WHEN: Students attend one 3-hour resource room class weekly. Mini-course sessions meet for one and one half hours one afternoon a week for a six- to nine-week session.

BEGAN: 1975 (planning); 1976-77 (implementation)

FUNDING: State and local

EVALUATION: Informal procedures include questionnaires and evaluation forms from participants, teachers, parents, regular elementary teachers and principals, central office personnel, state and out-of-state consultants, and evaluators; staff evaluation; and needs assessment.

COMMENTS: "Working in a new gifted program is a 24-hour a day job, but it is the most rewarding work I have ever done." (Teacher)

"Project Challenge is a 'special' program designed to meet the needs of 'special' students, but the 'fall-out' from this program encourages all students to work toward the development of their full potential." (Principal)

"I wish we could come every day." (Student)

"My child is eager to participate in all Project Challenge activities. Every child in South Carolina should have the same opportunity." (Parent)

CONTACT: Anna Pruitt, Coordinator for Gifted and Talented Program
Concord Elementary School
East Fredericks Street
Anderson, South Carolina 29621
Phone: 225-1651 or 226-5679

Gifted

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published April, 1979
by Education Products Center
South Carolina Department of Education
Columbia, South Carolina

WHAT: Project REACH (Reaching Exceptionally Able Children)

WHERE: Florence District 1

FOR WHOM: Gifted and talented students in grades 2-8

WHY: To meet special needs of students identified as gifted. REACH has three main objectives: to develop critical and creative skills; to develop skills in research; to foster a better understanding of self and others.

HOW: REACH provides a differentiated approach to learning whereby students become more independent. Students pursue individual and group projects to be shared with an audience upon completion. Brain teasers, logic problems, encounter sessions, moral dilemmas, and various values clarification activities are used to encourage fluency, flexibility, originality, and elaboration in students.

Most instructional materials are produced by the teachers. Thematic units such as "Space," "Futures," "Dinosaurs," and "Death," are heavily employed.

Students frequently visit the public library and Francis Marion College to carry out their research. There is little reliance upon textbooks, although a variety of reference materials is on hand in the classrooms.

The students frequently take field trips in conjunction with units of study. Places visited include museums, beaches, libraries, industrial sites (General Electric, DuPont, Union Carbide), TEC centers, and theatres. Attendance at plays, concerts, and public lectures is encouraged.

In addition, resource people from the community come into REACH classes to share special skills and talents. A special effort is made to provide students with opportunities for creative expression in music, art, and drama.

The staff has had training at Winthrop, Clemson, the University of South Carolina, Francis Marion, and Columbia University.

WHEN: Students from elementary and junior high schools attend REACH one full day per week at a central resource center.

BEGAN: Background study and planning started in 1975; the program itself began in 1976.

FUNDING: Federal, state, and local

EVALUATION: Evaluation forms are issued each year to parents, "home" school teachers, principals, and students. The Ross Test and the Piers-Harris Inventory are used as pre- and post-tests.

COMMENTS: "REACH seems to make students more confident in their own abilities." (Teacher)

"I think the program helps students think more critically about what they read." (Teacher)

"This project stimulates students and gives them a chance to 'open up' creatively." (Principal)

"The thing I like best is the freedom of thinking I have in here." (Student)

"The group activities are always fun. I think I've learned to use my time better this year." (Student)

"The research is sometimes hard, but it's fun to put facts and ideas together and come up with something new." (Student)

"The program is building confidence in my child, and I feel she is applying this toward her regular school work." (Parent)

"Certain activities have stimulated my child's interest and mine." (Parent)

"REACH helps the thinking process and increases understanding and respect for others." (Parent)

CONTACT: Larry Crapse, Coordinator of Gifted and Talented Education
109 West Pine Street
Florence, South Carolina 29501
Phone: 669-4141

Gifted

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published April, 1979
by Education Products Center
South Carolina Department of Education
Columbia, South Carolina

WHAT: Middle School Program for Gifted

WHERE: Berea, Bryson, Greer, Hughes, and League middle schools, Greenville County School District

FOR WHOM: Approximately 235 academically, creatively, and kinesthetically talented and gifted students in grades 6, 7, and 8

WHY: To provide a differentiated educational program for students of outstanding abilities capable of high performance.

HOW: The program provides activities designed to develop creativity, enhance cognitive skills, and involve students in situations that further develop their potential, attitudes, and study habits. Forms of study include academics, humanities, drama, art, music, photography, gymnastics, independent study, and field trips. A wide range of resource persons contribute to the program.

The program at Berea Middle School is in gymnastics with emphasis placed on body control and awareness. At Bryson Middle School, the program includes science and drama. The earth science program focuses on such topics as astronomy, rocks and minerals, geologic time, plate tectonics, and meteorology. The drama class provides opportunity for students to learn the skills necessary for performing, such as pantomiming, doing make-up, costuming, and writing.

At Greer Middle School, students learn the specialized skills of photography and film making. The program at Hughes Middle School centers around humanities units in language arts and social studies. Art, music, and modern foreign language are part of the program. The drama program at League Middle School focuses on the fine arts of acting and set designing, including lighting, choreography, directing, play writing, and publicity.

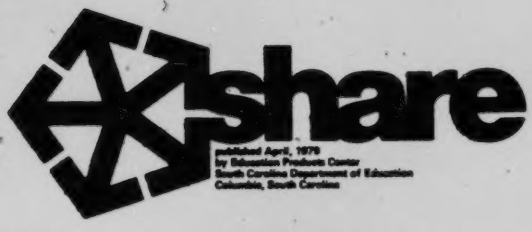
WHEN: All classes meet on a regular basis, as the program is scheduled as a part of the normal school day.

BEGAN: 1977-78

FUNDING: State

EVALUATION: Pre- and post-tests; informal tests devised by teachers; performances to display skills learned, especially in gymnastics, music, art, and drama.

CONTACT: Ceicle Heizer, Middle School Consultant
P. O. Box 2848
301 Camperdown Way
Greenville, South Carolina 29602
Phone: 242-6450



Gifted

WHAT: ALPHA(A Learning Program for Higher Abilities)

WHERE: Oconee County School District

FOR WHOM: Gifted and talented students, age 3 through twelfth grade

WHY: To provide an appropriately differentiated program for the maximum 5 percent of students who meet criteria to be classified as gifted; to develop students' desire for and competence in independent learning; to develop higher level thinking processes to enhance student abilities and competencies; to build in students a positive, realistic concept of self and others.

HOW: Heavy use is made of independent study, small group learning, field trips, and guest speakers. Activities focus on encouraging divergent and critical thinking, creative problem solving, and values clarification exercises. Emphasis is placed upon the higher processes of learning utilizing Bloom's *Taxonomy.*

Textbooks, *per se*, are seldom used. Teachers gather or make all instructional materials themselves.

WHEN: Early childhood groups meet weekly; elementary groups meet for two- to three-hour sessions weekly; junior high students meet daily for two hours; high school independent classes meet daily for one hour, and receive one unit credit.

BEGAN: 1975

FUNDING: Federal, state, and local

EVALUATION: Pre- and post-tests are administered utilizing tests on higher processes of thinking (Ross Test of higher cognitive processes, and primary test of higher cognitive skills), plus self-concept tests. An evaluation of the program is made each year by a consultant.

COMMENTS: "We on the ALPHA staff feel rewarded in knowing that we are helping to develop one of the richest natural resources in helping these students to work toward their potential and to learn to enjoy learning. If we can occasionally 'turn on' a 'turned off' student, then it is all worthwhile." (Coordinator)

"ALPHA is the greatest!" (Student)

"I benefit from association with other students who don't mind showing their intelligence once in a while." (Student)

"ALPHA activities made me really stop and think for maybe the first time in my life." (Student)

"I enjoy being able to study and learn what I choose sometimes, instead of just what the teacher tells me." (Student)

CONTACT: Winnie Williams, Coordinator of ALPHA Program
P. O. Box 5
West Union, South Carolina 29696
Phone: 638-2371

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published April, 1979
by Education Products Center
South Carolina Department of Education
Columbia, South Carolina

WHAT: PROJECT EXCELS—Experiences for Children in Extended Learning Situations

WHERE: Three elementary centers, two junior high centers, one combination elementary-junior high center, Beaufort County School District

FOR WHOM: Gifted students in grades 3-8 from every elementary and junior high school in the county

WHY: To provide gifted students with extensions for learning which afford them open circuits for exploration, experiences, and expression; to help each child achieve a realistic and healthy self-concept; to provide learning alternatives which are appropriately styled to encourage individual growth, and to encourage developing responsibility for self and society.

HOW: PROJECT EXCELS features brain teasers to develop logical thinking, as well as logic puzzles, games, and brain stretchers. Brainstorming is used to help in problem solving. Group dynamics and values clarification activities help students learn how to work with others and to understand better their values and the values of others.

Mini-courses and independent study enable students to create interest in new information, explore new topics, utilize different methods of research, and share with others. Research skills develop proficiencies in the many ways of learning. Field trips and resource people make the community the classroom and its people the teachers.

Group discussions promote good discussion skills, self-awareness, self-expression, and listening skills. Media skills are developed to encourage students to use audiovisual equipment for presentations.

We also emphasize Bloom's *Taxonomy,* concentrating on the cognitive domain on the following levels: knowledge, comprehension, application, analysis, synthesis, evaluation. We also involve the affective domain with emphasis on attitudes, interests, emotions, imagination, risk taking, and appreciation. Teachers in the program serve as facilitators in the classroom.

WHEN: Each student meets with his/her teacher the equivalent of one day per week (either one full day or two half days)

BEGAN: 1975

FUNDING: State and local

EVALUATION: Students are very positive about the program. They enjoy the activities. Parents are very supportive and active. No formal test scores are available this year. During the next year some formal assessments will be made. Potential problems can include transportation and classroom teachers needing more information about the program.

COMMENTS: "This program allows for individuality on the part of teachers. They must be facilitators and help each other with ideas. Creativity and flexibility are important assets." (Teacher)

"I enjoy the field trips, mini-courses, individuality, being able to speak out freely and express feelings, and learning new 'ways' to learn. PROJECT EXCELS makes us think logically, develop critical thinking skills. Scheduling is a problem." (Student)

"I am pleased with the program, activities, and skills development. I would like this extended to serve more students." (Parent)

CONTACT:

Eugene H. Graves, Elementary Supervisor
P. O. Box 350
Beaufort, South Carolina 29902
Phone: 524-2660; or

Michaelyn E. Richardson, Coordinator
Beaufort Junior High School
Bay Street
Beaufort, South Carolina 29902
Phone: 524-2043

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published April, 1979
by Education Products Center
South Carolina Department of Education
Columbia, South Carolina

WHAT: OASIS (Offering Advanced Students Independent Study)

WHERE: Northside, Southside, and Emerald junior high schools, Greenwood District 50

FOR WHOM: Academically gifted students in grades 7-9

WHY: To increase understanding of responsibility; to promote growth as a creative individual; to encourage independent study.

HOW: The program was conceived to enrich the curriculum further for those students identified for BEACON (grades 5-6). The program is open to students in grades 7-9 who are nominated by teachers and meet the criteria for IQ, achievement, and creativity test scores.

Activities generally can be classified by realms: intellectual, service, and social—with some overlap. The 1978-79 school year offers two mini-courses: debate and drama. Small group and independent study are emphasized.

Volunteers from the community assist students with independent study. Field trips are an important feature of the program. Videotapes are made of debate and drama to help students evaluate their performances. These tapes will be available to teachers in the school system to supplement and/or stimulate their classes.

WHEN: Three consecutive periods once a week

BEGAN: Fall 1977

FUNDING: State and local

EVALUATION: Parent, teacher, principal, counselor, and student forms are used. Teacher and student do self-evaluation each nine weeks.

COMMENTS: "With these students I am still 'becoming.' We all have opportunities to grow and grow and grow." (Teacher)

"This program should definitely be continued and extended." (Principal)

"The best part is being with other kids that are just like me." (Student)

"We get a chance to use our minds." (Student)

"My child is no longer bored with school." (Parent)

"He just won't miss school on an OASIS day." (Parent)

CONTACT: Nancy Breard-Young, Coordinator of the Gifted Program
P. O. Box 248
Magnolia Avenue
Greenwood, South Carolina 29646
Phone: 223-4348 Ext. 206

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published April, 1979
by Education Products Center
South Carolina Department of Education
Columbia, South Carolina

Handicapped

Emotional

WHAT: Educational Development Center

WHERE: Leaphart Elementary School, Lexington District 5

FOR WHOM: Students in grades 1-5 with emotional problems that prevent productive work in regular class

WHY: To provide small group instruction to improve academic and behavioral skills of children with normal intelligence who because of social and/or emotional problems are unable to function to their potential; to return students to their regular classrooms when feasible.

HOW: Behavior modification program in grades 1-3 uses daily checklist of academic and social behaviors. At the end of the week, these checks are used in exchange for tangible objects or privileges in the form of an "auction" on Friday.

Most of the students use the same materials for reading, math, spelling, and other subjects as the regular units, including adequate supplies of audiovisual equipment and materials.

In grades 4-5, behavior modification rewards for good academic work and acceptable behavior are stars, which are used as "money" at the weekly auction. Academic materials are the same as those used by regular classes, supplemented by special materials.

Students attend regular art, music, and physical education classes—which helps them maintain contact with their peers. When a student is first mainstreamed, he is sent out initially for regular classroom instruction in his best academic subject. If this is successful, the student takes another subject in the regular class, and gradually becomes fully mainstreamed.

WHEN: The entire school year

BEGAN: Approximately 1970

FUNDING: Federal, state, and local

COMMENTS: "The two teachers of emotionally handicapped children, grades 1-3 and 4-5, work diligently to provide superior programs. They maintain an excellent classroom atmosphere conducive to learning and strive to help these children realize their potential." (Principal)

CONTACT: Major McCarty, Principal
Leaphart Elementary School
120 Piney Grove Road
Columbia, South Carolina 29210
Phone: 798-0030

Handicapped

Emotional

published April, 1979
by Education Products Center
South Carolina Department of Education
Columbia, South Carolina

WHAT: Self-Contained Emotionally Handicapped Program

WHERE: Ninety Six Elementary School, Greenwood District 52

FOR WHOM: Severely emotionally handicapped children, K-4

WHY: To serve severely emotionally handicapped children in levels K-4; to serve those children who require a specialized program to meet their individual needs, because of emotional, motivational, or social disturbances.

HOW: Components include such techniques as the following; modeling, natural consequences, preventing the behavior, errorless learning, creative conditioning, cues/prompting, punishing, overcorrection, setting contingencies, reinforcing acceptable behavior, and ignoring unacceptable behavior.

Student activities in the classroom revolve around three main centers: exploratory, order, and mastery. Displays of interest to the children are exhibited in the Exploratory Center. Most academic work is done in the Mastery Center, while students needing extra help in following directions and deveioping communication skills work in the Order Center.

Materials include school textbooks, learning packages (for individual work), teacher- and student-made materials, plus commercial materials. Special equipment includes a "time-out" room, a typewriter, study units, physical education equipment, and a display board for reinforcers.

The staff consists of one teacher and two aides. Our local community is involved in the program in several ways. The Lions Club sponsors our Cub Scout Pack. Visits to the local library, police department, fire department, museum, and theater are used in implementing curriculum and sometimes as monthly rewards.

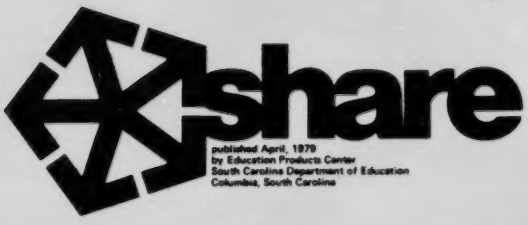
The entire program is based on behavior modification concepts with the child learning to take responsibility for his own decisions. Tokens, checkmarks, and behavioral contracts are used to carry out the program's objectives in a highly structured environment. Every child earns checkmarks and works toward a goal from the time he gets on his school bus until he returns home. Parents are kept aware of the child's progress and are active participants in the program.

WHEN: Regular school week, Monday–Friday, 8:30–3:00

BEGAN: August 1976

FUNDING: Funding is through state and local funds. Federal funds were available for the first three years.

CONTACT: Patsy C. Cannon, Director of Special Education
121 S. Cambridge Street
Ninety Six, South Carolina 29666
Phone: 543-4054



Handicapped

Emotional

WHAT: Emotionally Handicapped Self-Contained Class

WHERE: East Greer Elementary School, Greenville County School District

FOR WHOM: Emotionally handicapped students in grades 1-5

WHY: To serve those students with emotional problems.

HOW: The program is a self-contained class located in a regular school with one teacher and one aide. Students are mainstreamed for music, art, and physical education.

Individual Education Prescriptions are based on teacher-administered tests, both standardized and teacher-made. The Walker Problem Behavior Checklist and California Self-Concept tests are used to establish individual goals in behavior.

This program meets South Carolina guidelines through the use of written IEP's based on the academic needs of pupils and placement in accordance with regulations for testing and placement. The program uses learning centers to teach basic skills in math, reading, spelling, and writing. Pupils move independently through the centers each day on a rotating, timed schedule. Each

child is responsible for completing assigned work and keeping accurate records of his progress (monitored both by teacher and the pupil).

Directed teaching activities, group and individual, are incorporated into the school day. Behavior is assessed by use of the Walker Problem Checklist and monitored by use of a point system and record sheet. Each pupil assists in setting his own goals.

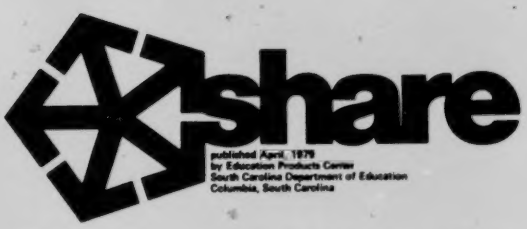
WHEN: Follows regular school program

BEGAN: Fall 1977

FUNDING: Federal, state, and local

CONTACT: Barry G. Dowd, Coordinator of Special Education
301 Camperdown Way
Greenville, South Carolina 29602
Phone: 242-6450; or

Gerald H. Metcalf, Special Education Consultant
206 Church Street
Greer, South Carolina 29651
Phone: 877-0931



Handicapped

Hearing

WHAT: Sequential K-12 Program for Hearing Handicapped

WHERE: Brennen Elementary, Crayton Middle, A. C. Flora High School, Richland District 1

FOR WHOM: Hearing impaired pupils, K-12

WHY: To establish a sequential educational program K-12 for hearing-impaired children so that they can receive an appropriate education without leaving their home school district.

HOW: A sequential program for hearing handicapped students is provided for children from kindergarten through high school level. The classes are housed at Brennen Elementary, Crayton Middle School, and A. C. Flora High School. A total communication approach is used in the program. Basic elementary and secondary textbooks are used in addition to such special materials as the Apple Tree Program, Project Life Programmed reading machines, Language Master, captioned films, overhead projectors, and a wide range of commercial and teacher-made materials.

The students are encouraged to participate with hearing students in physical education, music, recess, lunch, and extracurricular activities. Elementary and secondary students are mainstreamed into regular classes when appropriate.

WHEN: Daily, regular school schedule

BEGAN: 1968

FUNDING: Federal, state, and local

EVALUATION: The program is evaluated by a measurable increase in the number of pupils included who would otherwise have to attend a school away from home, and by a measurable increase in the number who are mainstreamed part of the school day into activities with hearing students.

COMMENTS: "We feel that the use of the total communication method of teaching has been very beneficial to our students in their development of communication and academic skills. The enrollment of children at the early age of four is an asset to the instructional program." (Teacher)

"Hearing impaired children of the Midlands area are enrolled at Brennen School. Here they receive daily instruction from specially trained and certified teachers, while participating in the routine and activities of the rest of the school." (Principal)

"I go to Brennen Hearing Handicapped Center. At school I write, do math work, use the digitor, read, spell, write sentences, work on sounds, and play kickball. I like school." (Student)

"The center provides an outstanding program which continues to improve each year. I feel that the school's greatest strength lies in the capabilities of its staff, both teachers and aides, who consistently devote time, energy and love far beyond what is demanded of them." (Parent)

CONTACT: Barbara Bradford, Coordinator of Special Services
Waverly Center
1225 Oak Street
Columbia, South Carolina 29204
Phone: 254-2440

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published April, 1979
by Education Products Center
South Carolina Department of Education
Columbia, South Carolina

Handicapped

Hearing

WHAT: Districtwide Hearing Handicapped Self-Contained and Resource Program

WHERE: Beck Middle School, Sara Collins Elementary School, Greenville County School District

FOR WHOM: Hearing handicapped students aged 4 through approximately 14, grades K-8

WHY: To serve children who are severely hearing impaired and deaf; to maximize their ability to adapt to the "hearing world" socially, academically, and vocationally.

HOW: The program for the hearing handicapped at Sara Collins Elementary and Beck Middle uses both the resource and self-contained models to create the least restrictive environment for each student. A teacher certified in hearing handicaps and a full-time aide staff each class.

The main objective for the classes is to utilize total communication methodology to help each child develop his or her own best way to communicate with the world. Communication as a two-way process is emphasized—receiving and sending information. Techniques, materials, and equipment are geared toward the achievement of effective communication. Language development is emphasized as the primary curriculum area with secondary goals of academic achievement, socialization skills, and vocational guidance.

Students in the resource programs are mainstreamed in the regular class environment during the majority of the school day, with the resource teacher providing support and resources to the regular teachers and to the students.

For the self-contained students, the majority of the day is spent in the hearing handicapped classroom.

Students are also involved in some community activities. For example, the Greenville County Library provides a program for elementary students once a month. Field trips also provide an insight into the "hearing world," and help develop both awareness and independence.

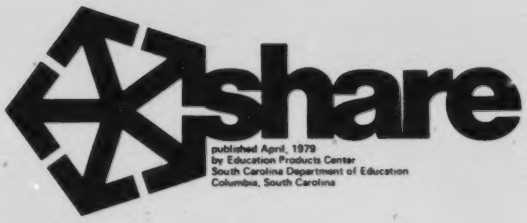
WHEN: On a regular school basis

BEGAN: Fall 1976

FUNDING: Federal, state, and local

CONTACT: Barry G. Dowd, Special Education Coordinator
301 Camperdown Way
Greenville, South Carolina 29602
Phone: 242-6450; or

Madelyn Shedd, Special Education Consultant
502 Boyd Avenue
Simpsonville, South Carolina 29681
Phone: 963-7061



Handicapped

Hearing/Speech

WHAT: Speech Pathology Program

WHERE: Richland District 1

FOR WHOM: Approximately 1500 students, K-12, having speech, language, and hearing impairments

WHY: To provide identification, evaluation, and habilitation of students exhibiting speech, language, and hearing impairments; to reach the goal of maximum communication competencies for students enrolled in therapy.

HOW: The Speech Pathology Program has the distinction of being the first organized in the South Carolina public schools with one speech therapist serving the district. The program has developed in scope, innovation, and diversification in its role of providing services for speech, language, and hearing impaired students.

As a unit of the Department of Special Services, the Speech Pathology Division is composed of a coordinator and nineteen speech clinicians. The coordinator is responsible for the operation of the entire program. Some of the speech clinicians serve regular schools while others serve in special settings. Speech therapy is provided for students in the following special settings: Fairwold and Waverly Centers, Brennen and Crayton hearing handicapped classes, and Withers Orthopedic School.

A language clinician serves children with expressive and receptive language impairments.

Kindergarten and second grade students are screened for speech yearly. Those exhibiting a need, along with others who are referred by teachers and parents, are given an in-depth speech and language evaluation. Speech clinicians also screen students prior to placement in special education programs, and participate in the placement procedure.

Various methods and techniques are used in the therapeutic process. Included are traditional procedures, Monterey Articulation Program, structured language programs, speech improvement and language development classes, and Total Communication for Hearing Handicapped. An Individualized Education Program is developed for each child who receives therapy.

Team work is encouraged among administration, speech clinicians, consultants, and community agencies. Speech clinicians are involved in workshops and in-service activities.

WHEN: As scheduled

BEGAN: 1949

FUNDING: Federal, state, and local

EVALUATION: Students enrolled in the speech therapy program are reassessed at the end of the school year, or as they master their prescribed skills. Parent and teacher feedback contributes to effectiveness of the program.

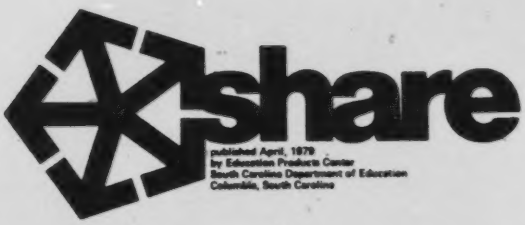
COMMENTS: "The program is helpful not only to children in Speech Therapy but to others in my classroom." (Teacher)

"The program is very effective." (Principal)

"I really, really like speech class." (Student)

"I feel that my child has benefited from speech therapy." (Parent)

CONTACT: Martha C. Monteith, Coordinator of Speech Pathology
1225 Oak Street
Columbia, South Carolina 29204
Phone: 254-4360



Handicapped

Learning Disabilities

WHAT: Model Learning Disabilities Project

WHERE: Satchelford School, Richland District 1

FOR WHOM: First and second grade students

WHY: To provide early identification and remediation of learning disabilities.

HOW: The Junior League of Columbia, the University of South Carolina School of Education Exceptional Child Division, and the school district joined together in developing this program.

First and second grade pupils in Richland District 1 whose teachers consider them to be "high risk" cases are screened for learning disabilities. Screening is the responsibility of the school psychologists, assisted by special education and regular classroom teachers. An identification in-service component is designed to help regular first and second grade teachers detect possible learning disabled pupils. The State Department of Education criteria for screening, evaluation, and placement and dismissal into/out of special education programs is used as a guide.

The self-contained model classroom has been set up with the newest and most innovative learning materials and equipment. An aide and Junior League volunteers assist the teacher, who is responsible for the individual educational program and follow-up after the child leaves the class.

A pupil's entry and exit is dependent upon the needs of the individual. When a child leaves the class, either to return to his regular school or to attend another learning disabilities class in the district, the model classroom teacher assists the receiving teacher in continuing the remedial program.

There is also a remediation in-service component for elementary level combination resource room teachers.

WHEN: Daily

BEGAN: 1974

FUNDING: State and local

EVALUATION: Pre- and post-testing determines academic achievement.

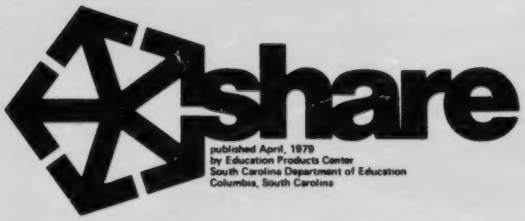
COMMENTS: "I find my work in the classroom very rewarding. It's exciting to see the progress that can be made when there is early identification and intervention." (Teacher)

"An exceptional class! Children make a drastic improvement in all skills. Unbelievable! Children from that class are very well prepared to go into regular classes." (Principal)

"We all like being in the model class but we can't really explain why." (Student)

"I think the program is fantastic! My son's whole outlook on school has changed. He was so discouraged before, but now he is really eager to learn." (Parent)

CONTACT: Barbara Bradford, Coordinator of Special Education
1225 Oak Street
Columbia, South Carolina 29204
Phone: 254-2440



Handicapped

Learning Disabilities

WHAT: Learning Disability Resource Room

WHERE: Irmo Elementary School, Lexington District 5

FOR WHOM: Students in grades 1-5

WHY: To provide additional learning experiences for those students with specific learning disabilities, mental handicaps, and emotional handicaps on a resource basis.

HOW: Each student is working on alleviating or compensating for his/her particular disability. The program is completely individualized with highly positive reinforcement and an assortment of tasks through which the student can experience success. Because these students are in a regular classroom, most activities such as physical education, art, music, media center, and field trips are channeled from the learning community.

Funds are made available through the office of special education to purchase materials and equipment that will help to meet the needs of each individual child. Equipment used includes T-matic, tachistoscope, language master, tape recorder, record player, listening station, Flash-X, calculator, and radio. Materials used include components of commercial materials as well as teacher-made centers and materials to meet individual needs.

The learning disability resource teacher works closely with all staff striving for constant communication to insure optimum growth of each student. Parent and community volunteers help to provide additional learning opportunities. The school psychologist makes recommendations for every child.

WHEN: Monday through Friday, seven periods per day

FUNDING: Federal, state, and local

EVALUATION: Individual progress is evaluated through formal and informal measures. Formal measures include: Key Math, Stanford Reading, Woodcock Reading, Doren Holt Rinehart Reading, PIAT. Informally, teacher-made tests and teacher observation are used to measure progress.

CONTACT: H. M. Loadholt, Principal, or
Frances Little, Teacher
Irmo Elementary School
P. O. Box 707
Irmo, South Carolina 29063
Phone: 781-2626

published April, 1979
by Education Products Center
South Carolina Department of Education
Columbia, South Carolina

Handicapped

Learning Disabilities

WHAT: Learning Disability Self-Contained Class

WHERE: Wade Hampton High School, Greenville County School District

FOR WHOM. Learning disabled high school students (grades 9-12)

WHY: To provide a highly individualized, structured program for high school age students

HOW: Wade Hampton High School in Greenville is offering for the second year a districtwide self-contained class for students with learning disabilities. Course requirements for graduation are taught by a certified learning disability teacher.

Diagnostic prescriptive methods are used for individualized instruction in English and math. A half-time aide assists with the daily timed oral reading technique. Synthetic phonics and programmed math approaches are also used. Criterion-referenced tests indicate mastery in each subject and form the basis for grading. Group techniques are used for teaching world geography, government, economics, and science.

Students contract for their weekly work. Written comments are sent once a week to parents along with the completed contracts and assignments. Electives such as typing, physical education, and prevocational shop are taken with regular classes. Two students are currently taking courses at the vocational center. Individual schedules appropriate to each student's needs make this program unique.

WHEN: Follows regular school program

BEGAN: 1977-78 school year

FUNDING: Federal, state, and local

EVALUATION: Significant academic gains have been measured, using the same norm-referenced test for pre- and post-testing. Parents have expressed definite approval, but the biggest reward has been the positive student responses.

CONTACT: Barry G. Dowd, Coordinator of Special Education
301 Camperdown Way
Greenville, South Carolina 29602
Phone: 242-6450; or

Polly D. Wallace, Northeast Special Education Consultant
208 Artillery Road
Taylors, South Carolina 29687
Phone: 268-4121

Handicapped

Learning Disabilities

published April, 1979
by Education Products Center
South Carolina Department of Education
Columbia, South Carolina

WHAT: Tutoring Center (mainly for LD students)

WHERE: Seneca High School, Oconee County School District

FOR WHOM: Students identified as learning disabled may come to tutoring center; other students come as long as there is space available

WHY: To provide support for LD students at the high school level by daily or weekly tutoring in each academic subject in support of the classroom teachers; to provide remedial help and give tests on an individual basis if necessary; to supply additional materials and alternative teaching methods for classroom teachers when requested.

HOW: Teachers in the tutoring center arrange for students to come to the tutoring center daily instead of attending study hall. Some students come only when help is needed.

The tutoring center provides each student with a folder in which he records his grades during each nine weeks grading period. Center teachers work closely with the classroom teachers in order to make sure the student has an understanding of important material. The tutoring center staff contacts parents at least once or twice a year to discuss their children's attendance, grades, and general attitude about learning. In the spring parents are invited to attend a meeting with the student, the teacher, and the guidance counselor to select courses for next year and to discuss the individualized education program.

A study hall period is recommended. Students come for help during homeroom, activity period, or after school (if there is no study hall). Most students with study hall come to the center daily. Students having no difficulties come weekly to "check in" and record grades.

WHEN: During homeroom, activity period, or after school

BEGAN: 1976-77 school year

FUNDING: State and local

COMMENTS: "Our LD program has 'rescued' many, many students in the past two years. As important as their academic gains is the positive change in the students' self-concepts. You can almost see the student blossom as a result of the one-to-one relationship offered in the program and the classroom success which usually follows. I can't praise the program highly enough." (Counselor)

"Many LD students who were considering dropping out of school because of academic difficulties are now achieving closer to their grade level and have changed their outlook toward school. Have observed vast improvement in academic progress and attitudes in most students in LD program." (Principal)

"I have noticed considerable improvement in classroom performance of my students involved in the tutoring program. Those students' self-confidence grew tremendously, so much so that some became classroom leaders. I consider the tutoring program one of the most valuable programs our school has to offer." (Teacher)

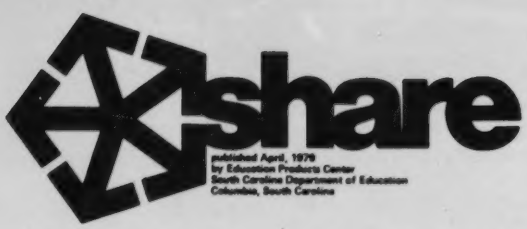
"The tutoring center has helped me tremendously in my school work. At first I really hadn't learned to study but with this program I learned to study and could pass my grades better. I've even taken higher grade courses, such as composition English. I believe that my grades had increased within that first month that I came to the tutoring center. I even made the honor roll with the help that I got." (Student)

"In this class I am learning how to do more and make better grades in my classes. I like this class because I'm learning how to use more books." (Student)

"I like the program because it has helped me to do a lot more studying in the subjects that I need help in. If I didn't have this help I would probably not do very well on my tests." (Student)

CONTACT: Buddy G. Herring, Director of Special Education
P. O. Box 5
West Union, South Carolina 29696
Phone: 638-2371; or

Mrs. Stuart Heath, Teacher
Seneca High School
P. O. Box 917
Seneca, South Carolina 29678
Phone: 882-4618



Handicapped

Mental

WHAT: Grover Pundt Developmental Center

WHERE: Chester County School District

FOR WHOM: Severely and profoundly retarded, ages 0-21

WHY: To provide a community-based program for these students; to provide each child the training he needs to function as independently as possible; to allow social interactions; and to assist parents in learning home care techniques.

HOW: Activities include work on gross and fine motor skills, social and self-help skills, and cognitive and language skills. Curriculum tools include the Behavioral Characteristics Program and Infant Learning Accomplishment Profile. Students are provided a summer swimming course and camp project.

Speech and language therapy services are provided as well as physical therapy and psychological services.

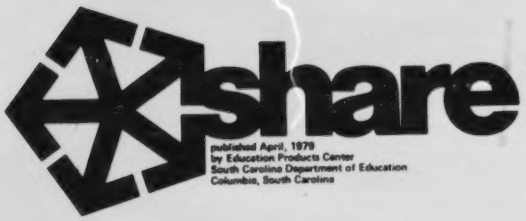
Seven full-time staff members plus one CETA employee serve twenty-seven (27) clients. Community volunteers also provide assistance and donations. The Chester County Council provides financial assistance and maintenance help.

WHEN: A total of 252 days per year

BEGAN: 1973

FUNDING: Federal, state, and local

CONTACT: Beverly Ernandez, Director
Box 370
Chester, South Carolina 29706
Phone: 377-8331



Handicapped

Mental

WHAT: Trainable Mentally Handicapped Self-Contained Center

WHERE: Washington Center, Greenville County School District

FOR WHOM: Trainable mentally handicapped students (ungraded)

WHY: To provide a highly individualized, structured program for students of all ages.

HOW: The principal, program coordinator, and nineteen teachers see that individual records, including individual education prescriptions are kept up to date and relevant. Each teacher has one classroom aide. There are also seven additional "floating" aides who make possible more one-to-one instruction and allow more flexibility in grouping and more program diversity. A music and an art specialist are available four days a week. In addition, there are a full-time physical education instructor, librarian, registered nurse, and social worker. Since a high percentage of trainable children have speech and physical problems, a full-time speech therapist, a physical therapist, and an occupational therapist serve Washington Center.

Individual needs are met initially with the vocational emphasis in an individualized curriculum. Placement in the proper handicapped program specially conforms to mandated requirements for evaluation and placement. Following appropriate

placement, individual lesson plans conforming to state and federal guidelines are written and developed for each student. Multi-level materials, concrete learning aids, teacher-made materials, and other individualized prescriptions emphasize learning style and strengths of the child.

Provision of special activities go beyond the Defined Minimum Program for helping optimize learning opportunities for Title I handicapped project students. In addition to direct consultative assistance for teachers and aides, and assisting in the preparation, development, assessment, and evaluation of individual prescriptions, the program coordinator assists in conducting workshops and demonstrations. Special events and programs (including special olympics, physical fitness activities, and other health and cultural experiences) broaden and enhance educational, physical, and social development.

Horticulture and home economics programs are included in the 1978-79 program.

WHEN: Regular school year

BEGAN: Fall 1976

FUNDING: Federal, state, and local

EVALUATION: The program coordinator provides feedback concerning constant process evaluation as well as assessing individual lesson plans.

CONTACT: Barry G. Dowd, Coordinator of Special Education
301 Camperdown Way
Greenville, South Carolina 29602
Phone: 242-6450; or

Ken Norton, Principal
Washington Center
349 Loop Street
Greenville, South Carolina 29609
Phone: 233-1663

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published April, 1979
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Columbia, South Carolina

Handicapped

Mental

WHAT: Trainable Mentally Handicapped

WHERE: Lexington District 2

FOR WHOM: Students, 5-21 years of age

WHY: To provide instruction in social adjustment, self-help skills, safety motor and sensory training, functional basic concepts communication, imaginative and creative experiences, and prevocational training; to achieve, among project participants, a mean post-test increase of 4 points on the Habile Index Scale.

HOW: The curriculum at Cayce Center is based on a development approach to basic skills. Each child has an individualized educational plan developed by an analysis of his strengths and weaknesses. The center utilizes the Young Educable Mentally Retarded Performance Profile administered on a pre- and post-basis, teacher observations, and informal measures. In the area of physical education, a profile of abilities is developed utilizing the Medford Growth and Development Scale, pre- and post-tests.

A behavior management system has been implemented and appears to be successful with students and staff. Primary level children receive tokens for tasks successfully completed and for attention to instructions. The children "cash in" their chips at the end of each school day at the school store and they receive treats, prizes, and balloons. The intermediate level children receive tokens daily and cash them in at the school store on Fridays.

The secondary students punch in on a time card each day and are awarded points on their cards by all members of the staff for jobs successfully completed. The points are tallied up at the end of each school day and, at the end of the week, all students go shopping at the school store to cash in their points. They may choose tokens or pennies and purchase goods of higher value.

During the 1978-79 school year, Lexington School District 2 and the South Carolina Department of Vocational Rehabilitation entered into a cooperative agreement to provide vocational education for handicapped students in the district. A three-year federal grant was obtained, and the total program serves about 100 students. The satellite workshop is designed to share private industry contracts with Green Street Workshops, and students will be involved in assembly of materials provided by the industries. Students are evaluated and trained in the workshop in the areas of world of work, job selection, and job responsibilities. The ultimate goal of this project is to secure job placement and follow-up for each student enrolled in the program. Currently, twenty Cayce Center students are being served in the workshop.

Community participation and community involvement activities have been incorporated into the curriculum this year and efforts are being made to provide "normalizing" experiences for the students. Students participate in bowling, roller skating, special olympics, swimming at the University, and parties with other high school students. Students also go shopping at local stores and perform at civic functions.

BEGAN: 1976

FUNDING: Federal, state, and local

EVALUATION: Cayce Center students obtained a mean gain of 9.1 months during the 1977-78 school year on the Young Educable Mentally Retarded Performance Profile.

COMMENTS: "Cayce Center's program is designed to teach the students in all areas of their lives. Time is spent in academics, social skills, emotional behaviors, leisure time activities, and physical education. The program encourages 'normalizing' experiences, and skills are generally toward what students need in order to be more successful in society." (Teacher)

"The success of this program can be attributed in large measure to the tremendous amount of dedication and creativity exhibited by the professional staff. Each student has a carefully designed individualized educational program and all efforts are made to help the students develop their potential." (Principal)

"I think this program is all right. I like the workshop and I like the desks in the workshop. I like to come to school so I can play basketball and learn." (Student)

"I think this program has done real well. To me, it is really outstanding and it's really more than we used to get. We never had anything like this. My son is learning more than I ever learned." (Parent)

CONTACT: Ms. Nancy L. Vosburgh
P. O. Box 408
West Columbia, South Carolina 29169
Phone: 796-7033

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published April, 1979
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Columbia, South Carolina

Handicapped

Mental

WHAT: Trainable Mentally Handicapped Class

WHERE: Lexington High School, Lexington District 1

FOR WHOM: Trainable mentally handicapped students in the 14-21 age range

WHY: To assist each child in achieving his maximum level of functioning emotionally, socially, and academically by improving and sustaining a positive self-concept.

HOW: This classroom consists of many tools and materials provided to teach home-living, self-help, and basic academic skills. Major units include hair care, cooking, sewing, money, gardening, housekeeping, woodworking, time, physical fitness, reading, math, and general types of personal information (address, social security number, etc.). Several students have been typing for several months.

All children have one day a week when they can wash, roll, and dry their hair under the hair dryers. This class also has two gerbils which are the responsibility of the children.

One of our recent "experiments" has been to teach time by having a face clock beside a digital clock. This method has been very successful. Each day holds a new adventure and excitement for all of us involved in this program.

On the basis of language screening done by the speech therapist, a language development class has been set up to improve any deficiency areas.

WHEN: Self-contained program daily from 8:30 a.m. to 2:30 p.m.

BEGAN: 1976-77 school year

FUNDING: Local and state; originally funded under Title VI-EHA, Part B

EVALUATION: Evaluation is made by pre- and post-tests using the YEMR Profile.

COMMENTS: "This is one of the most satisfying and fulfilling experiences anyone could have as a teacher. Our children are exceptional. They are happy and they are learning, and these are two of our major objectives." (Teacher)

"I enjoy school and look forward to coming each day." (Student)

"I am seeing much improvement at home." (Parent)

CONTACT: Ms. Vicki Hudson, Teacher, or
Mr. Karl Fulmer, Principal
2463 Augusta Highway
Lexington, South Carolina 29072
Phone: 359-2553

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published April, 1979
by Education Products Center
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Columbia, South Carolina

Handicapped

Mental

WHAT: Trainable Mentally Handicapped Life Skills

WHERE: Bennettsville Elementary, Marlboro County School District

FOR WHOM: Twenty-four (24) pupils, ages 14-21

WHY: To provide the retarded child an opportunity to acquire vocational self-help, self-care, and socialization skills needed to function as a semi-dependent individual in the everyday world; to provide survival academic skills instruction which are applicable to the kind of environment to which the TMH child can adapt himself; to provide art, music, and physical education instruction for developing coordination and motor skills.

HOW: A multi-sensory approach pervades all areas of instruction. The teachers use environmental experiences in varied instructional areas, including: cooking skills, from menu planning, basic recipe, and food preparation to table setting, and cleaning of eating and cooking utensils; clothing care and basic sewing skills; house maintenance skills, including cleaning and care of bedroom, kitchen, bath, living room; wood working skills, from tool identification, care, and safe use to building simple objects and training in builder-helper occupations; yard maintenance, from proper and safe use of tools and equipment to home

maintenance and occupation; gardening skills, including growing food for personal consumption and flowers for home decorating; academic-personal survival skills, from money, time, and survival math to sight vocabulary, danger words, self-concept words, and survival reading.

WHEN: Daily

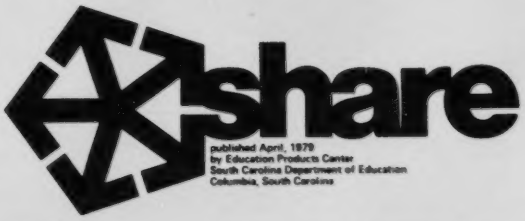
BEGAN: 1972

FUNDING: Federal, state, and local

EVALUATION: Semi-annual updating of Individual Education Plan and weekly individualized progress forms assure meaningful instruction.

COMMENTS: "I never thought I could trust my daughter with jobs like cooking, but she does real well." (Parent)

CONTACT: Frank J. Cottone
P. O. Box 947
Bennettsville, South Carolina 29512
Phone: 479-4016



Handicapped

Mental

WHAT: Component for Trainable Mentally Handicapped: Primary, Intermediate, and Advanced

WHERE: Irmo Middle School—Campus M, Lexington District 5

FOR WHOM: Primary component for eight children between ages 6 and 12 who fall within the trainable range of intelligence; intermediate and advanced component for eight trainable mentally handicapped students, ages 12-21

WHY: To provide a special program for trainable mentally handicapped children.

HOW: The primary component and the intermediate and advanced unit share a common work area, materials, and supplies.

The Language Experience approach is used in the primary component, because it can best meet the needs of students performing on a variety of levels. Each day the group participates in one experience. They are actively involved and take turns doing, observing, and making statements about what is happening. The experience is concluded by the teacher writing what the children say about the experience.

Special materials are used for developing language, numerical, sensory, and motor skills. The Civitan Club of Dutch Fork donated a typewriter for use in the primary component, and parent volunteers contribute their assistance in needed areas.

In the intermediate and advanced component, language development involves readiness to second grade reading skills. Coordination development focuses on gross and fine motor skills. Writing development involves circle and straight lines to cursive writing skills. Number development ranges from readiness to upper first grade skills. Home living skills include ironing, mopping, dusting, cleaning windows, and sweeping. Independence in self-care is stressed and encouraged. Behavior modification techniques are used when necessary.

Students in both components are provided classes in physical education, music, and art by special area teachers, with assistance from special classroom aides. A career exploratory program is provided in both components.

WHEN: Regular school day and yearly schedule

BEGAN: 1976-77 school year

FUNDING: Federal, state, and local

EVALUATION: In the primary component, readiness checklists of skills, baselines are taken on inappropriate behaviors and behavior modification techniques are utilized. The Peabody Picture Vocabulary Test is given at the primary level.

Primary Trainable Class

Peabody Picture Vocabulary Test—Receptive Language

Student	Fall 1976	Spring 1977	Spring 1978
1	No score	3.3	4.0
2	2.4	3.3	4.5
3	4.7	4.7	5.5
4	4.5	5.2	6.1
5	3.5	4.8	5.11
6	Not testable	2.1	2.8
7	2.0	2.3	Transferred
8	2.6	2.5	2.9
9	2.2	2.7	3.5
		Fall 1977	
10		2.11	2.10
11		3.11	4.8
12		2.5	4.1

On the intermediate and advanced level, children are given several tests at the beginning and end of the year to denote progress. Results show children ranging from below kindergarten to approximately second grade level.

COMMENTS: "I have six years of teaching experience. This is my third year in the trainable program in public school. The comparison of children who remain at home and are provided programs to those put away, is like night and day. Children who remain at home are more advanced in language, self-help skills, and emotional stability." (Teacher)

"We are very pleased with the progress our child has made. Our child has made more progress in the past two years since his enrollment here than he made in all his previous seven years combined. Our child has begun to talk in sentences." (Parent)

CONTACT: John Temples, Principal, or
Ruby DeLoach, Teacher
Irmo Middle School—Campus M
P. O. Box 508
Irmo, South Carolina 29063
Phone: 781-3383

published April, 1979
by Education Products Center
South Carolina Department of Education
Columbia, South Carolina

Handicapped

Mental

WHAT: Program for Educable Mentally Handicapped Students

WHERE: Chapin High School, Lexington District 5

FOR WHOM: Educable mentally handicapped, learning disabled, and emotionally handicapped students in grades 8-12

WHY: To remediate specific learning deficiencies among students working several years below grade level in the areas of language arts and math.

HOW: The areas of deficiency are dealt with through "life experience" activities. The bulk of classroom activity is geared to teach those skills that the student will need most when he becomes an active member of society. Job skills, good work habits, and correct social attitudes are emphasized through spelling and language lessons. Budgets, good buying habits, checking accounts, household bills, and many other consumer-oriented problems are covered in math class.

Since the majority of the students spend at least two class periods in resource activities, they are also given the opportunity to discuss personal and family relationships, as well as any peer group problems that might arise. Lessons are individually planned on a daily basis with each child working at a level where he can perform successfully. Discipline problems are minimal and attitudes are generally good. Each student is pressed to succeed but failure is avoided. Respect for self and others is a major objective. Preparation for entering adulthood is the main concern.

WHEN: Emotionally handicapped and educable mentally handicapped students—two hours per day; learning disabled students—one hour per day.

BEGAN: 1971

FUNDING: Federal, state, and local

EVALUATION: Evaluations are determined by teachers at the end of each grading period based on daily average and the improvement of skills as compared to previous years.

COMMENTS: "It is a very nice class; we get along with each other. We communicate together. You can learn more in a small group." (Student)

"My son is learning basically the same in the resource room as he would learn in the regular classroom. By having smaller groups, the teacher is able to give each student the extra help needed. I am sure the other students are helped as much as my son." (Parent)

CONTACT: Evans Proctor, Principal, or
Shirley Border, Teacher
Chapin High School
Route 2, Box 7
Chapin, South Carolina 29036
Phone: 345-2246

published April, 1979
by Education Products Center
South Carolina Department of Education
Columbia, South Carolina

Handicapped

Mental/Kindergarten

WHAT: Personal Educators Program

WHERE: West Lee, Fleming, and Bishopville primary schools, Lee County School District

FOR WHOM: Five-year-olds enrolled in kindergarten identified as mentally handicapped

WHY: To influence positively each child's development and learning potential, and to prepare him to learn and to become a more efficient and effective learner through enhancement of the home learning environment and support in the kindergarten class.

HOW: Personal educators visit each child's home weekly, to work with both child and parent on one instruction task designed to develop self-help, socialization, cognitive and/or motor skills. Directions are left with the parent on how to extend and reinforce what was learned during the visit.

The personal educator also reads a story and leaves another book in the home. Other activities include coloring, games, dramatization of nursery rhymes, and stories. Materials are usually noncommercial (made by the personal educators, or real objects). A scrapbook containing samples of the child's work is compiled and given to the child at the end of the school year.

Personal educators visit homes four days per week. On Fridays, they meet as a group to update records, discuss problems of mutual interest and solutions, and prepare for the coming week.

The personal educators also work in the kindergarten classes with identified students to supplement and reinforce the work of the classroom teacher. Other handicapping conditions (health, speech, hearing, etc.) are noted and referrals are made to outside agencies or district personnel where appropriate.

WHEN: Weekly during the school year

BEGAN: 1977-78

FUNDING: Federal

EVALUATION: Out of sixty children originally identified as mentally handicapped, 66 percent are now performing satisfactorily in school without special placement.

COMMENTS: "The children often mentioned the teacher who came to their homes. They talked about crayons and books they were given. One child brought a book to school." (Teacher)

"The program was very successful, very beneficial to our kids as well as to others throughout the county." (Principal)

"We had a lot of fun with Mrs. Benjamin. I wish she could come back." (Student)

"Ronnie really enjoys you coming. You are being a big help to us." (Parent)

"The children look forward to me reading to them every night from the books you leave." (Parent)

"Thank you for helping Anthony. My other two little boys are learning a lot, too." (Parent)

CONTACT: Jacqueline Olmert, Coordinator of Programs for the Handicapped
533 Park Street
Bishopville, South Carolina 29010
Phone: 484-5327

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published April, 1979
by Education Products Center
South Carolina Department of Education
Columbia, South Carolina

Handicapped

Mental/Learning Disabilities

WHAT: Resource Room for Educable Mentally Handicapped and Learning Disabled Students

WHERE: Chapin Elementary School, Lexington District 5

FOR WHOM: Thirteen (13) educable mentally handicapped students in grades 1-7, six learning disabled students in grades 2-7, two emotionally handicapped students in grades 4 and 7

WHY: To provide meaningful learning experiences whereby a student can develop responsible behavior and independent work habits; to determine each student's special needs and interests; to provide programs designed to enable each student to progress as far as possible.

HOW: For placement procedures, a teacher-made interest finder is used along with an informal and/or formal skills inventory, such as the Barb Reading Skills Checklist, Slosson Oral Reading Test, Dolch Word List, Stanford Diagnostic Reading Test, or Kottmeyer Spelling Test.

Prescriptions are then written from a teacher-made master key which lists skills and where these skills are covered in the available materials.

Students are made aware of the use of all classroom equipment and classroom procedures. Upon entering the classroom, the student picks up his folder, notes the assigned station, goes to that station, and begins the day's activities. The room is well stocked with the latest in equipment and materials along with some old favorites. There is a lot happening with peer tutoring, manipulative bulletin boards, group activities, etc. Class is in a new facility, well supplied with equipment and materials.

WHEN: Students come to the resource room daily. The amount of time spent daily depends on the individual student.

BEGAN: 1971

FUNDING: Federal, state, and local

EVALUATION: Follow-up includes spot testing of each skill as well as overall end-of-the-year testing with the Key Math and Woodcock tests, parent conferences, and visits from school personnel, including the psychologist, curriculum coordinator, homeroom teachers, principal.

COMMENTS: "Teachers are involved in the development of the IEP and remain in constant communication with the resource teacher throughout the school year in assessing student progress." (Teacher)

"The resource programs at Chapin Elementary provide a unique opportunity for mainstreaming our special students, with programs designed to meet their individual needs." (Principal)

CONTACT: John Anderson, Principal, or
Kathleen Stafford, Teacher
Route 1, Box 90-E
Chapin, South Carolina 29036
Phone: 345-2214

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published April, 1979
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Handicapped

Orthopedic

WHAT: Orthopedic Self-Contained Class

WHERE: Bennettsville Elementary School, Marlboro County School District

FOR WHOM: Nine students in K-8

WHY: To provide a barrier-free environment for severely or multi-handicapped children; to improve their self-concepts; to increase their reading and math achievement by 5 percentile points.

HOW: Providing individualized instruction through multi-sensory techniques allows each child an opportunity to perform to the maximum extent of his capabilities.

The self-contained model is equipped with technical aids for orthopedically handicapped students. These include wheelchairs, walkers, exercise mats, adjustable wheelchair tables, writing implements, standing tables, and similar aids.

The orthopedic class is served by one teacher and two teacher aides in order to maximize individual attention and instruction.

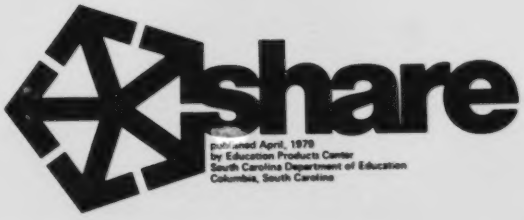
WHEN: Daily

BEGAN: 1975

FUNDING: Federal

EVALUATION: Student achievement is evaluated by the PIAT, WRAT, Slosson Drawing Coordination Test, Bender Gestalt Test, and teacher-made tests in specific areas of instruction.

CONTACT: Frank J. Cottone
P. O. Box 947
Bennettsville, South Carolina 29512
Phone: 479-4016



Handicapped

Orthopedic

WHAT: Self-Contained Program for Orthopedically Handicapped

WHERE: Riverside Middle School, Saluda County School District

FOR WHOM: Students, ages 5-21, with congenital or postnatal cerebral palsy

WHY: To help severely handicapped students compensate for educational deprivation, increase their mobility and independence, and help them function in an increasingly "normalized" environment.

HOW: Population consists of children from two districts (Saluda and Batesburg-Leesville), the severity of whose physical conditions prohibited enrollment in regular classes but who can function in a milieu adapted to their physical handicaps.

Teacher and aide are able to provide individualized instruction and therapy because of close, sustained relationships with other specialists (chiefly nurses, physical therapists, orthopedic surgeons, opthalmologists, county health departments, guidance counselors, psychologists) and active, generous parents. The most significant contribution was the welcoming, cooperative spirit of regular school staff and student bodies.

One parent provided the portable unit in which the class met during 1977-78 at Saluda Elementary School. To overcome the isolation and seclusion inherent in that setting, the district made available and modified a large classroom at the middle school for 1978-79. This provided more comfort and convenience, much greater integration into the regular life of the school, less artificiality, and more "reality" about the business of going to school.

All students (eight in fall 1978) are on a different instructional level. A typical school day for an individual student includes one-to-one instruction in basic skill areas appropriate to instructional level (modified as needed to correlate with age and interest level); physical therapy; physical education; music and "mixing" in various ways, as opportunities arise, with regular classmates.

Borg-Warner System 80 is available and has demonstrated the need for more "teaching machines" to improve motivation and on-task behavior. The students' family settings differ greatly and although parents are all interested and helpful, no student receives adequate physical therapy at home. Hence, the teacher gives the children exercises, based on a therapist's prescriptions, to prevent contractures.

WHEN: Class meets 8:00 to 2:45 daily, Monday through Friday

BEGAN: 1977

FUNDING: Federal

EVALUATION: Key Math and Woodcock Reading mastery tests were administered in fall 1977 and spring 1978. American Association of Mental Deficiency Adaptive Behavior Scale is also used.

Scores on Key Math and Woodcock from fall 1978 were compromised, for post-test comparison purposes, because teachers used the tests chiefly as a method of establishing receptive and expressive language, eye-hand coordination (pointing), color recognition, and responsiveness in a no-pressure situation. Sufficient information was produced, however, to determine instructional level and develop continuum of lesson plans.

COMMENTS: "We at Riverside Middle School welcome this opportunity to work with the program for crippled and other health-impaired children. The program has provided us with a climate in which necessary awareness and honesty is appropriate; where teachers and students accept and try to understand some of the problems in the process of communication." (Principal)

"We all like the family atmosphere. It is really like our second family. We know and understand each other's good and bad points and help each other. We want to be more independent and be part of the real world. This class will help." (Student)

"In their class these children are learning to adjust to each other. They are learning they can and do fit in with other children. Most of all they are learning they can accomplish anything they set their minds to. This class has helped my daughter more than I can say." (Parent)

CONTACT: Tommy G. Burbage, Director of Special Programs
North Wise Road
Saluda, South Carolina 29138
Phone: 445-2469

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published April, 1979
by Education Products Center
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Columbia, South Carolina

Handicapped

Orthopedic

WHAT: Districtwide Orthopedically Handicapped Self-Contained

WHERE: Sara Collins Elementary, Beck Middle, and J. L. Mann High School, Greenville County School District

FOR WHOM: Orthopedically handicapped students, ages 5-21, grades K-12, from throughout Greenville County

WHY: To meet the needs of orthopedically handicapped children who cannot function adequately in a regular classroom setting due to physical disabilities or a combination of physical and learning problems; to help each student adapt to his or her particular disability and to become as independent as possible within the school setting; to gear students toward realistic vocational objectives.

HOW: There are four orthopedically handicapped self-contained classes housed in three "regular" schools. For each class, there is a teacher certified in orthopedic handicaps and a full-time aide. In the elementary schools, two teachers team-teach within an open-classroom, centered environment. In the middle and high schools, one teacher directs each class, but mainstreams students for related arts.

Other support personnel provide related services for these four classes. Title I funding provides a physical therapist, social worker, and nurse. Additional district personnel available for the students include an occupational therapist and a speech therapist. For the older students, there is involvement with community agencies such as Vocational Rehabilitation and Goodwill Industries. For all levels, Crippled Children's Society provides support when needed.

Equipment, materials, and techniques are tailored to the individual needs of each student. Main areas of emphasis are socialization skills, academic achievement, and vocational guidance. Specialized adaptive equipment is provided to aid in mobility, feeding, and communication skills. Materials and techniques are individualized according to physical and mental needs, rates of learning, and achievement levels.

WHEN: Regular school program

BEGAN: Fall 1976

FUNDING: Federal, state, and local

EVALUATION: Although much further refinement is needed, success has been evident in increased achievement and teacher observations of successes.

COMMENTS: "In the high school program, several students have learned to adapt to the regular school setting so well that they can be mainstreamed into some regular high school courses. One student has been able to earn an 'A' in high school English. Another student has also become involved in an adult education community program." (Teacher)

CONTACT: Barry G. Dowd, Special Education Coordinator
301 Camperdown Way
Greenville, South Carolina 29602
Phone: 242-6450; or

Madelyn Shedd, Special Education Consultant
Southeast Area
502 Boyd Avenue
Simpsonville, South Carolina 29681
Phone: 963-7061

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published April, 1979
by Education Products Center
South Carolina Department of Education
Columbia, South Carolina

Handicapped

Orthopedic

WHAT: Classroom for Orthopedically Handicapped

WHERE: Irmo Middle School—Campus M, Lexington District 5

FOR WHOM: Orthopedically handicapped students of legal school age

WHY: To provide special services, equipment, or individualized instruction that cannot be given in a regular classroom; to enable the students to work cooperatively with others; to provide independence in the physical and academic realms which will assist the students in their adjustment to future vocational, educational, and social needs.

HOW: Specialized equipment in the classroom as well as transportation to and from the school complex is an important aspect of remediating and integrating the orthopedically handicapped pupil into the total school program. The special teacher works together with the child's physical therapist and parents to insure proper use of specialized equipment, including a hydraulic lift bus.

Adaptations on equipment and materials (tape recorder, language master, typewriter) enable the handicapped to participate in individualized study while allowing the teacher further time for instruction with other students.

The classroom for the orthopedically handicapped consists of students who have varied academic problems and instructional levels. This fact insures that the program must develop and implement an individually prescribed program. The design of the self-contained classroom uses instructional space through the placement of furniture to facilitate individualized learning (bean bags, cut out tables, study carrells).

Each student has an individually planned schedule of daily assignments in the various learning stations which are designed to alleviate the student's mobility problems.

The school includes the orthopedically handicapped students in programs for art, music, and physical education. Vocational Rehabilitation provides counseling to the pupils. Independence is stressed, allowing students to gain self-respect and experience achievement.

WHEN: Monday through Friday, 8:00-3:00

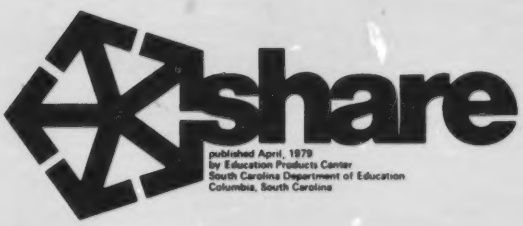
BEGAN: 1976

FUNDING: Federal, state, and local

EVALUATION: Diagnostic evaluation through the Key Math and Woodcock Reading.

COMMENTS: "The orthopedically handicapped class seems to operate smoothly; all comments from parents have been favorable; some students have been remediated to the point they can now function full-time back in regular classes; others are now out for a part of the school day; we have been well pleased with this class." (Principal)

CONTACT: John Temples, Principal, or
Caren LeGrand, Teacher
Irmo Middle School
P. O. Box 508
Irmo, South Carolina 29063
Phone: 781-3383



Handicapped

Orthopedic

WHAT: Itinerant Remedial Instruction and Classroom Assistance

WHERE: Oconee County School District

FOR WHOM: Forty-six (46) students with orthopedic handicaps in grades K-12

WHY: To increase school attendance and improve the reading and mathematics skills and fine and gross motor activities of physically handicapped students.

HOW: The itinerant teachers assist regular classroom teachers in adjusting equipment for physically handicapped students and selecting proper pedagogical procedures and materials. They also assist in enhancing personal and social adjustment of these students. The orthopedically handicapped are removed from their regular classes once or twice a week for about one hour for special remedial instruction.

Objectives for student achievement are measured by WRAT test scores, the Oseretsky Test of Motor Proficiency, and attendance records.

WHEN: Throughout school year

BEGAN: 1975

FUNDING: Federal, state, and local

EVALUATION: Pre-tests are administered to each student by September, with post-tests administered by May. Gain scores are computed for reading, math, self-concept, and motor proficiency.

CONTACT: Buddy G. Herring, Director of Special Services, or
Carole Alexander, Orthopedically Handicapped Therapist
P. O. Box 5
West Union, South Carolina 29696
Phone: 638-2371

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published April, 1979
by Education Products Center
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Handicapped

Prevocational

WHAT: Extended Prevocational Program for Handicapped Students

WHERE: Irmo-Chapin Career Education Center, Lexington District 5

FOR WHOM. Handicapped students in grades 9 and 10

WHY: To provide handicapped students with early vocational planning and preparation; to enable students to determine vocational objectives and to develop plans for achievement of objectives; to provide head start to better assure that students can complete and succeed in subsequent specific vocational training; to provide extended services to reinforce students in their current and subsequent vocational and nonvocational educational activities.

HOW: A team of two teachers, Industrial Arts/Consumer and Home, utilize a wide range of group and individual techniques within a two-period block. Vocational potentials are determined partly through hands-on activities, and a plan for vocational development and employment is developed. Vocational components are prepared for students' IEP's and the extended prevocational teachers work closely with students' home school resource teachers.

The plan is modified as progress is measured. The concepts of productivity, work relations, money management, personal health and safety, and continuing personal development are reinforced.

Students are normally enrolled during ninth and tenth grades. Early provision is made for eleventh and twelfth grade enrollment in regular vocational programs with extended services available from the special teaching team. Time provided and schedule arrangement made possible by the teaching team expands the opportunity to modify the program to meet newly determined needs. Multiple period reduces pressure, accommodates alternate techniques, more complex activities, repetition, reinforcement, and review.

The Industrial Arts/Consumer and Home content blend affords the greatest range of practical arts exposure and is supplemented through consultative and direct input from other vocational program areas.

WHEN: Monday through Friday, two periods (100 minutes) for ninth and tenth grades

BEGAN: 1976-77

FUNDING: Federal, state, and local

EVALUATION: Significantly high level of student movement and success in regular vocational program.

COMMENTS: "The greatest success is the increase in student motivation. After completing the extended program of exploring many careers, they look forward to more involvement with vocational instruction in an area of their choice." (Teacher)

"The program will remain in transition, both as we develop more skill in meeting special student needs, and as those needs are modified by external, job market changes." (Principal)

CONTACT: Stanley T. Hudnall, Director
Irmo-Chapin Career Education Center
Drawer 369
Irmo, South Carolina 29063
Phone: 781-3801

published April, 1979
by Education Products Center
South Carolina Department of Education
Columbia, South Carolina

Handicapped

Speech

WHAT: Speech/Language Therapy Program

WHERE: Lexington District 5

FOR WHOM: Students in kindergarten through grade 12

WHY: To identify students in the public schools having speech and language problems that interfere with communication and progress in learning; to provide a treatment program for these students.

HOW: The seven school speech/language pathologists are assigned to individual schools but also function as a team from the District Office of Special Services. In the seven schools the space utilized by the speech therapists is quite adequate in size, lighting, and ventilation. Appropriate materials and supplies are provided for each therapist but also shared by the seven team members.

The speech and language pathologist works closely with the school nurse, psychologist, and teachers. The team approach is encouraged in the treatment of speech and language handicapped students.

Each clinician screens the schools she serves at the beginning of the school year. Students carried over from the previous year are scheduled for therapy immediately, while the screening process is completed in grades recommended by the State Department of Education. Referrals are accepted from other grades as well. Students being processed for special education placement are also evaluated for speech and language development.

Students recommended for speech therapy are processed through the Special Education Placement Committee of the school in which they are enrolled. Parents give consent if their child is to receive therapy. An IEP is developed for each student receiving therapy. A behavior modification program is used with token reinforcement for the establishment and maintenance of appropriate speech and language behavior. Parents are invited and encouraged to participate but participation is not required in order for the student to receive therapy.

Counseling sessions are conducted with parents and teachers to help them understand and assist in alleviating or preventing childhood language, speech, voice, and hearing problems. In addition, each spring, *The Teach Your Child to Talk Workshop* is presented to educate parents of preschool children on the subject of normal speech and language development.

WHEN: Monday through Friday, throughout the entire school day

BEGAN: 1973-74

FUNDING: Federal, state, and local

EVALUATION: The speech clinicians serve the district well as a team and their schools equally well as individual staff members.

COMMENTS: "The children really enjoy speech and look forward to each session. Each child has a speech notebook which they take home each day to practice good speech patterns. Our speech children help to remind us all about good speech. The program at each school is an excellent one with much cooperation and communication with the pathologist." (Teacher)

"Our speech clinicians are truly professional individuals. They have organized an excellent program and relate well with students, parents, and other school personnel." (Principal)

"I am grateful that my child can receive this help through the public schools. My child enjoys going to speech, thanks to the wonderful positive reinforcements from the therapists." (Parent)

CONTACT: Van C. Porter, Director of Special Services
P. O. Box 938
Ballentine, South Carolina 29002
Phone: 781-0457

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published April, 1979
by Education Products Center
South Carolina Department of Education
Columbia, South Carolina

Handicapped

Speech

WHAT: Intensive Therapy for Speech Handicapped

WHERE: Horry County School District

FOR WHOM: Approximately 135 multiply-handicapped students

WHY: Due to their poor prognosis, severely language-delayed students previously had been given low priority in scheduling for speech therapy because of the limited number of clinicians in the county.

HOW: A comprehensive diagnostic evaluation is completed on each participant by the speech clinician assigned to the project school.

Individualized short- and long-range objectives are designed for all participants to enable them to progress in accordance with their potential.

The program's primary objective is language development with participants acquiring prerequisite attending behaviors and good muscular control. The students were anticipated to gain six to nine months in receptive and expressive language skills within the two-year span of the project. Training procedures for students are practical, sequential, and based on the principles of behavior modification. Classroom teachers and parents have been involved in reinforcement activities.

Information concerning the project was disseminated by the district information specialist, project clinicians, project director, and coordinator of programs for the handicapped.

WHEN: Individual or small group sessions four days a week

BEGAN: September 1976

FUNDING: Local

EVALUATION: The majority of the project participants achieved more than was anticipated in receptive and expressive skills during the 1976-1978 project period. Average increase for all project participants: Articulation, 17 percent; Language, 17 months.

COMMENTS: "Since the children in the hearing impaired classes have been receiving daily therapy, I have observed a noticeable improvement in their speech intelligibility. These students have improved in vowel sounds, syllabication, intonation, and inflection of sentences. This is a necessary program for every hearing impaired child." (Teacher)

"The children have displayed a great amount of success and improvement since the initiation of this intensive speech therapy program and it should definitely be continued." (Principal)

"I can see a big difference in my child's speech. I am very pleased and thankful for this service." (Parent)

CONTACT: Betty W. Hasty, Speech Coordinator
P. O. Drawer 1739
Conway, South Carolina 29526
Phone: 248-2206

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published April, 1979
by Education Products Center
South Carolina Department of Education
Columbia, South Carolina

Interdisciplinary

Foreign Students

WHAT: Bilingual Education Program

WHERE: Greenville County School District

FOR WHOM: Elementary, middle, and high school students who do not speak English

WHY: To provide instruction in English as a second language to non-English speaking students, including the development of listening, speaking, reading, and writing skills; to provide for cognitive development through content subjects taught in the native language; to develop the students' pride in their cultural heritage; to create a learning environment which provides for their cognitive and affective needs and encourages them to succeed.

HOW: The program provides for the identification of language minority students in all district schools. After a bilingual interview and testing, those with limited English proficiency are assigned to Hollis Elementary/Middle Bilingual Center. Elementary students in the two largest language groups, Spanish and Chinese, are in separate self-contained classes. Instruction is individualized and in small groups since each class contains children from grades 1-5. Students from smaller language groups (Arabic, Dutch, Hebrew, Italian, Vietnamese) are in mainstream classes and receive one period of English as a Second Language and one period of native language tutoring each day. Middle school students receive instructions in math, science, and social studies in English with a period for native language tutoring and a period for English as a Second Language each day. High school students remain in assigned schools. Itinerant ESL and Spanish native language teachers and aides provide instruction.

The bilingual program curriculum has the same objectives in all subjects as those set forth in district curriculum guides. Textbooks and materials designed for use in bilingual programs in other parts of the country are adapted to fit local needs and objectives.

The staff has contributed significantly to the success of the program. Teachers, counselor aides, and teacher aides who are from the language/cultural communities of the students have provided a good relationship between the homes and schools. Frequent contacts through home visits and conferences in their native language have helped these parents become more involved in the education of their children.

WHEN: Entire school year

BEGAN: 1977-78

FUNDING: Federal and local

COMMENTS: "The teachers are really helping us in all our school work. We know they care." (Taiwanese student)

"I feel safe among people who speak my own language." (Mexican student)

"My ESL teacher understands me better. We are happy here." (Belgian student)

"It's nice for the children to learn to read Chinese and speak Mandarin since they speak Cantonese. In fact I planned to send them back to Hong Kong to learn Chinese; now I don't have to." (Parent)

"My daughters love to come to ESL and Dutch class." (Parent)

"We appreciate the instruction in the native language." (Parent)

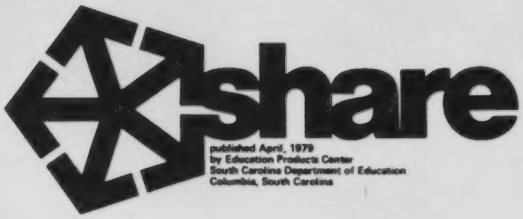
"The girls are really happy with school and the way they learn English." (Parent)

"I am happy to let my daughter stay in this program. She is so much involved in school now and I can tell the teacher really cares for her." (Parent)

"This program is one which has been needed for a long time." (Teacher)

"The program has a lot of potential even though there are some difficulties in transportation and scheduling. I can see it is working out fine. More people in the district should know about it." (Principal)

CONTACT: William J. Monahan, Foreign Language Consultant
301 Camperdown Way
Greenville, South Carolina 29602
Phone: 232-2390



Interdisciplinary

Individualized Instruction

WHAT: Individually Guided Education

WHERE: East Greer Elementary School, Greenville County School District

FOR WHOM: Students in grades 4-5 who range from first to sixth grade ability and achievement levels in language arts and math

WHY: To meet the educational needs of each student, allowing him to begin at a level of instruction appropriate to previous experience and learning and to proceed in an individualized program geared to meet his needs at a rate and manner through which he can benefit most.

HOW: The IGE program seeks to individualize the educational procedure to the greatest degree possible in an effort to promote the most effective learning experiences. Significant components include: (1) team teaching—two teachers share responsibility for a learning community of sixty students; (2) multi-aging—grades 4 and 5 (ages 9 to 11 years); and (3) variety of grouping—achievement level for skills instruction, heterogeneous for many activities (less "labeling" of students).

To maximize individualized instruction, students are placed in instructional programs and at levels appropriate to their own abilities; workplans on four levels provide outlines of weekly activities with students assuming most responsibilities for proceeding at their own rate and according to their own interests and needs. Individual conferences are held to give particular attention to need areas.

Learning centers are used for math, language arts, creative writing, study skills, science, social studies, art, health, listening, special interests—with learning games, activity packages, manipulative materials, activity cards, and skill development materials. State-adopted and supplementary textbooks, and teacher-made and commercial materials are also used. There is much use of audiovisual, individual lab-type programs and skills programs, particularly in math.

IGE emphasizes successful experiences and positive self-concept development through activities of self-awareness and self-expression; peer tutoring; one-to-one, small group, and large group opportunities; participation of all students in classroom projects; and Friday afternoon "fun time" for those with satisfactory work. Success experiences are emphasized through individualized instruction. Since students are each working at an appropriate level, they are more likely to achieve success and, therefore, to be motivated to further interest in learning.

WHEN: Regular school schedule

BEGAN: 1972, as part of Piedmont Schools Project

FUNDING: Local; originated as a federally funded program

COMMENTS: "The IGE program is an exciting learning experience for me, too. It takes a lot of my personal time to prepare for the program, but is well worth it when I see students growing, learning, helping each other, assuming responsibilities, moving from level to level, and especially having a good feeling about coming to school." (Teacher)

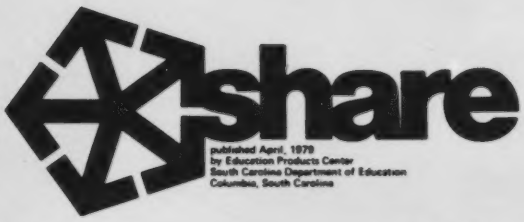
"This program provides individual and group help to students, solutions to many students' academic deficiencies, and a feeling of a sense of worth." (Principal)

"I like how we do our work and the fun things we do, too." (Student)

"I like this classroom because we get to do more things than any other class does." (Student)

I like the way we schedule our workplans and use our learning centers." (Student)

CONTACT: Vickie Hairston
East Greer Elementary School
205 Morgan Street
Greer, South Carolina 29651
Phone: 877-4001



Interdisciplinary

Language Arts/Math

WHAT: First Grade Language Arts/Mathematics Readiness

WHERE: Twenty-three (23) public schools and two parochial schools, Charleston County School District

FOR WHOM: A total of 1,379 first graders

WHY: To individualize instruction in mathematics, language development, reading, and comprehension.

HOW: The Metropolitan Readiness test is administered to group students. The Early Elementary Teacher Resource Guide, prepared for each teacher, contains strand continuums of target instructional objectives, including perception, word recognition, mathematics, comprehension/study skills, speaking, listening, vocabulary, and creative expression. Each objective has a criterion-referenced measure for pre- and post-testing. Commercial tests correlated to the guide are administered when students complete each level of instruction. Skill mastery is assessed by individual students' readiness to advance to another level in the hierarchy of skills.

Title I aides tutor children individually or in small groups. Each aide, assigned to two teachers, also assists in preparing skill development materials.

Other components of the resource guides are a series of progressive steps leading to mastery of the target objective; suggested instructional activities to reinforce skills; ideas for making materials; learning center activities to teach, reinforce, or enrich skills and concepts; and correlated supplementary materials for the specified target objectives.

In-service training programs four times a year facilitated use of new materials, methods, and techniques. These were augmented by demonstrations and classroom observation by Title I personnel and consultants.

WHEN: Daily, regular school schedule

FUNDING: Federal (Title I, ESEA)

EVALUATION: CTBS/S Total Reading

			Gains					
Grade	Number of Students	Pre-test Percentile Rank	Percentile Rank	Grade Equivalent	Normal Curve Equivalent	Standard Score		
						Actual	Expected	Difference
1	1,234	19.0	19.4	1.3	12.3	73.4	47.0	26.4

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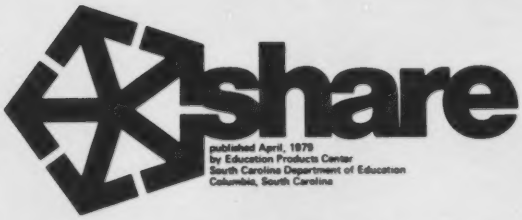
CTBS/S Total Math

Grade	Number of Students	Pre-test Percentile Rank	Gains					
			Percentile Rank	Grade Equivalent	Normal Curve Equivalent	Standard Score		
						Actual	Expected	Difference
1	1,296	24.2	13.2	1.2	7.9	44.2	30.0	14.2

CONTACT: Walter Brown, Title I Coordinator
3 Chisolm Street
Charleston, South Carolina 29401
Phone: 722-8461



Interdisciplinary

Reading/Math

WHAT: Primary Extended Readiness

WHERE: Manning Primary School, Clarendon District 2

FOR WHOM: Fifty (50) first grade pupils

WHY: To assess and develop language arts and mathematics skills.

HOW: Teachers diagnose each child's minimum language arts and math skills at least twice a year in kindergarten or first grade. Individual student profiles are used to group children for specific instruction in skills in which they are deficient. Each child must master all kindergarten level skills before advancing to the next level.

This program uses *Learning Through Language* activities and Barbe's *Reading Skills Checklist and Activities* as core materials with games, kits, picture cards, puzzles, and other materials.

The teacher and aide establish short- and long-term goals and highly structured learning activities, using flexible small or large groups and individual instruction. Learning centers contain many practice and reinforcement activities to follow each lesson. Pupils help formulate rules and develop responsibility for learning tasks and housekeeping chores. Children are rewarded with tangible items, a smile or hug, or by displaying their academic or creative work on the bulletin board. "Personality of the Week" is one of the activities used to build positive self-concepts.

A group of twenty-five children constitute a class which meets daily in one classroom exclusively devoted to Title I children.

WHEN: Daily, five classes per week

BEGAN: 1975-76 school year

FUNDING: Federal (Title I, ESEA)

EVALUATION: The primary reason for the success of the First Grade Extended Readiness Program is the enthusiastic and dedicated teachers employed to implement the program. Their knowledge of the reading readiness skills is also a factor in the program's success. This, combined with the services of a full-time aide in each classroom, has enabled the teacher to organize and plan the instructional program more efficiently and effectively.

The use of varied teaching techniques and activities that take into consideration the needs, interests, and learning styles of the children have contributed to the program's success.

The emphasis on building positive self-concepts seems to have also influenced the program's success.

CTBS/S–Pre-reading Total

Grade	Number of Students	Pre-test Percentile Rank	Gains					
			Percentile Rank	Grade Equivalent	Normal Curve Equivalent	Standard Score		
						Actual	Expected	Difference
1	39	7.7	41.3	1.6	29.5	108	44	64

CONTACT: Dr. Wille Woodbury, Title I Coordinator
Box 427
Manning, South Carolina 29102
Phone: 432-2807

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published April, 1979
by Education Products Center
South Carolina Department of Education
Columbia, South Carolina

WHAT: Extended Day Kindergarten

WHERE: Greenville County School District

FOR WHOM: Five-year-old children of working mothers

WHY: To foster child development in the cognitive, emotional, social, and physical domains.

HOW: Student potential is developed through a program which consists of varied stimulating experiences planned to meet individual needs.

Learning centers are utilized so that children can have first-hand learning activities which are meaningful, enjoyable, and appropriate to their level of development. Interaction, responsibility, independence, self-discipline, and self-image are key concepts in the program.

Materials and equipment range from simple games and toys to materials that aid in sequential development of particular skills. The materials are used individually or in groups and are geared to meeting special needs and to enriching units of study. Nutritious lunches and snacks provide opportunities for teaching desirable health habits. A period for rest and relaxation is an integral part of the program.

Organization of procedures, and schedules, and selection of experiences promotes social and emotional development by encouraging cooperation, self-control, and self-expression.

The eighteen Extended Day Kindergarten programs are implemented in fourteen elementary schools throughout the school district and in the two Child Development Centers. The maximum number of children served in each program is twenty-five.

WHEN: Five days each week (regular school hours)

BEGAN: 1977-78

FUNDING: Federal and state

EVALUATION: A diagnostic test, *Milestones,* is administered. The test was prepared for South Carolina Appalachian Child Development Programs.

COMMENTS: "There is a great need for an expanded kindergarten program. Without this program, many children would enter first grade less ready for a successful experience." (Teacher)

"The Extended Day Kindergarten Program is an important part of this school. Working parents in the community have supported the program since its beginning and they are willing to contribute time and talent to help improve the program." (Principal)

"I like to stay at school all day. I walk home with my sister." (Student)

"It's fun to eat lunch at school." (Student)

"I like to work in the painting center." (Student)

"My child has benefited from attending the Extended Day Kindergarten Program. He has learned to like school and feel good about himself." (Parent)

CONTACT: Dr. Juanita Brannock, Early Childhood Education Consultant
301 Camperdown Way
Greenville, South Carolina 29602
Phone: 232-2390

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published April, 1979
by Education Products Center
South Carolina Department of Education
Columbia, South Carolina

WHAT: Junior Great Books Discussion Groups

WHERE: O. P. Earle School, Spartanburg District 1

FOR WHOM: Gifted and talented students in grades 2-6

WHY: To help students learn to read interpretively and to think for themselves about the meaning of literary works.

HOW: The Junior Great Books Program is a sequence of courses in interpretive reading and discussion. The distinctive aspect of the program is that the instructors (volunteer teachers) attempt to accomplish the purpose chiefly through discussion on problems of interpretation concerning which they themselves have no definite answers. Because the instructors have as much expectation as the participants of learning something new by the end of the discussion, the method of interpretive reading and discussion is called **shared inquiry.** The readings in our program consist of six series starting with Series Two. Each series is made up of twelve or more selections from outstanding imaginative literature of past and present. Readings include stories, plays, and poems. Each series includes statements and exercises that help interpretive reading and discussion skills. Each discussion group consists of no more than fifteen students and two co-leaders. The program chairman works with each discussion group.

WHEN: One afternoon each week (after school)

BEGAN: 1977

FUNDING: Local

COMMENTS: "The program teaches the basic methods of motivating children and leaders to think at their deepest level of perception. The participant's power of analysis and expression are increased. It provides enjoyable learning experiences." (Teacher)

"I base my evaluation on the response of the students. It was a tremendous success." (Principal)

"The entire program was volunteer on the part of teachers and students. We had only a 30 percent dropout rate from students after school." (Student)

CONTACT: Mrs. Janie I. Summers
O. P. Earle School
Redland Road
Landrum, South Carolina 29356
Phone: 457-3416

Language Arts

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published April, 1979
by Education Products Center
South Carolina Department of Education
Columbia, South Carolina

WHAT: Fitting the Components Together (a guide for teaching composition)

WHERE: E. P. Todd Elementary School, Spartanburg District 7

FOR WHOM: Students in grades 1-6

WHY: To form a basic correct plan for students to follow in their writing efforts; to help students gain an understanding for, a feeling for, and an appreciation for the use of our language.

HOW: The composition guide includes basic skills of capitalization, punctuation, spelling, form, knowledge of parts of speech, sentence structure, and a general knowledge of English as a subject. In the process of writing, both functionally and creatively, the students are taught the traditional grammar, how to put words into meaningful sentences, how to use related sentences in developing a paragraph, and how to coordinate paragraphs into a completed work.

Each week, the language arts teachers from grades 4-6 schedule writing periods for their students. All writings are collected, corrected, and discussed with the individual students, or in groups where possible. The student re-writes his/her paper, making necessary corrections, reviewing old skills, and learning new skills where applicable. The writings are placed in the student's individual folder and sent to the principal, who, in turn, examines each and makes notations. Each teacher is assigned a conference with the principal. Together, they diagnose, offer constructive criticism, and give suggestions or ideas for the continued development of the student in producing better writings for the next quinmester. Through this endeavor, much improvement has been noted.

An example: During the month of February, the students' papers were displayed in the office on a wall space surrounded by valentines. Each valentine displayed one of the rules used in writing good compositions. The headline above the bulletin board space was "Put Your Heart Into Writing." During other holidays, events, or special months, writings are also displayed in the office. There is much enthusiasm as each child attempts to write correctly and creatively. Students learn that language can be fun and accurate, as well as creative.

In addition, a vertical file of many useful aids, exercises, and tips to enhance the teaching of creative writing and communication is being compiled for the language arts teachers. Varied motivational schemes, such as ETV, are being used and shared. Representatives from among the teachers are being sent to workshops to upgrade and increase their "know how." In-service training for teachers is scheduled at appropriate times.

BEGAN: The first draft of *Fitting the Components Together* was formulated in the spring of 1976 following a series of meetings, discussion, and research by the teachers representing each grade level.

FUNDING: Local

EVALUATION: There was a marked improvement in writing, both functionally and creatively.

COMMENTS: "This book, *Fitting the Components Together,* has given us an organized, sequential pattern to follow in teaching paragraph writing." (Teacher)

"Through the use of *Fitting the Components Together,* we have noticed a definite improvement in our writing program. There has been a greater awareness of the teacher in her teaching and on the part of the student in his/her attempt to master a joyful type of writing." (Principal)

"The creative writing approach at E. P. Todd is a helpful step-by-step outline which has created added enthusiasm in my child's work." (Parent)

CONTACT: Nancy Killian, Coordinator of Reading Services
P. O. Box 970
Dupre Drive
Spartanburg, South Carolina 29304
Phone: 585-2231; or

Thomas M. Stokes, Principal
E. P. Todd Elementary School
170 Cedar Springs Road
Spartanburg, South Carolina 29302
Phone: 583-2786

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published April, 1979
by Education Products Center
South Carolina Department of Education
Columbia, South Carolina

Language Arts

Media Center

WHAT: Junior Great Books

WHERE: Greenwood District 50

FOR WHOM: Students, grades 3-6

WHY: To encourage students to think more independently, to express themselves more effectively, and to listen more intently.

HOW: The Junior Great Books Program gives elementary students the opportunity to read and discuss some of the books which have enriched and helped to shape our civilization. The Great Books are the core of a liberal education because they provide an inexhaustible source of ideas about the fundamental questions confronting all persons in their efforts to find purpose and meaning in life. They are books which repay careful reading and discussion.

Students in the Junior Great Books Program meet in small discussion groups conducted by two adult volunteers (parents, teachers, or librarians) who have completed the tuition-free Leader Training Course offered by the Great Books Foundation. Discussion leaders ask questions which encourage examination of the books.

Through an exchange of views in the discussions, students arrive at their own understanding of the selections, find that there may be more than one valid way of interpreting a work, and gain new respect for the opinions of others. They also have the opportunity to share feelings and attitudes that they may have considered unique.

Leaders have the satisfaction of aiding youngsters to stretch their minds; and, in stimulating others to think, they develop their own powers of expression and analysis. For leaders, as well as for participants, the Junior Great Books Program offers new opportunities for the growth of mutual respect and affection.

WHEN: Usually one session per week until the pupils have finished the kit

BEGAN: 1977

FUNDING: Local

EVALUATION: The interest has grown to the point that two training sessions are offered per year in Greenwood District 50.

COMMENTS: "This is an excellent program for average and above average achieving pupils." (Teacher)

"We are now enjoying the marvelous stories of previous generations." (Principal)

"Most of the stories are super!" (Student)

"We believe school districts have not placed enough emphasis on the academic accomplishments of the child who is on high grade level." (Parent)

CONTACT: Julian A. Gault, Assistant Superintendent for Elementary Schools
P. O. Box 248
Greenwood, South Carolina 29646
Phone: 223-4348

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published April, 1979
by Education Products Center
South Carolina Department of Education
Columbia, South Carolina

WHAT: Title I Elementary Mathematics

WHERE: Orangeburg District 5

FOR WHOM: Approximately 530 Title I pupils in grades 2-6

WHY: To improve specific skills in mathematics.

HOW: Individualized criterion-referenced tests and informal assessments are used to determine specific skills the student has learned and what skills he needs to learn or review. Individual student summaries are used for placement.

Students work individually and in small teams based on similar needs. Flexible groups include small group, peer, and individual activities based on each assessment.

Multi-media materials include games, films, kits, teacher-made materials, filmstrips, records, tapes, language masters, and other printed and audiovisual materials. In addition to extensive use of manipulative materials in centers, students have "hands on" experiences with concrete materials and simulated projects.

A maximum of fifteen students meet 30-50 minutes daily with the teacher and aide in the program. Five days of in-service training preceding the beginning of school are used to develop instructional materials and techniques, select materials, and organize for evaluation.

WHEN: Daily, five 30- to 50-minute classes per week

BEGAN: 1974

FUNDING: Federal (Title I, ESEA)

EVALUATION: CTBS/S-Total Math

			Gains					
Grade	Number of Students	Pre-test Percentile Rank	Percentile Rank	Grade Equivalent	Normal Curve Equivalent	Standard Score		
						Actual	Expected	Difference
2	116	9.0	15.0	1.4	13.3	67.08	41.09	25.99
3	72	5.7	17.0	1.4	17.6	80.84	36.53	44.31
4	68	9.5	15.7	1.2	13.5	61.89	24.51	37.38
5	88	9.1	1.9	0.7	2.3	36.88	29.12	7.76
6	88	6.5	8.0	1.1	9.6	46.24	10.78	35.46
Total	432	7.9	10.9	1.1	11.1	58.16	29.11	29.05

CONTACT: Willie Bracey, Title I Coordinator
578 Ellis Avenue
Orangeburg, South Carolina 29115
Phone: 534-5454

published April, 1979
by Education Products Center
South Carolina Department of Education
Columbia, South Carolina

Individualized Instruction

WHAT: Management of an Individualized Mathematics Program

WHERE: Springfield Elementary School, Orangeburg District 1

FOR WHOM: Approximately seventy-four (74) fourth through sixth grade students scoring at or below the twenty-fifth percentile on the CTBS math subtest

WHY: To identify students who are performing in the lowest quarter in terms of national norms and to develop a program that allows each student to learn at his/her own pace.

HOW: Growth is best developed in a classroom atmosphere which is businesslike, energetic, and knows where it is going. Continuous planning, appropriate materials, and a totally individualized curriculum are reflected in this Individualized Math Program. Maintaining strong motivation is an important part of the program. Interest is captivated to provide motivation. The students have a wide variety of materials to work with and from which to choose. Materials are provided from many sources relating to each skill that the student is attempting to master.

Placement tests are administered at the beginning of the student's entry into the program. (These tests were developed by the Title I teacher). Using the test results, students are grouped according to specific skill needs. Instruction is given by the teacher in small groups or on a one-to-one basis.

The student is taught using methods compatible with his/her learning characteristics and capabilities. Instruction is organized so that, for at least part of the time, the teacher is free to devote attention to those children needing special guidance. Each class contains no more than fifteen students.

Each student in the math classroom has an individual folder. As skills are developed, they are recorded in these folders. Students are provided with activity reinforcers at all times. Also, after a student successfully masters a predetermined number of skills, he/she is allowed to choose a fun activity that he/she enjoys.

WHEN: Daily, five 45-minute classes per week

FUNDING: Federal (Title I, ESEA)

EVALUATION: The success of this program is attributed to the fact that each student is working on his/her own level and at a pace with which he/she is comfortable. The student has the feeling of accomplishment which promotes confidence and self-esteem.

CTBS/S Total Math

			Gains					
Grade	Number of Students	Pre-test Percentile Rank	Percentile Rank	Grade Equivalent	Normal Curve Equivalent	Standard Score		
						Actual	Expected	Difference
4	14	9.3	17.7	1.3	15.0	66.00	24.20	41.80
5	24	6.3	7.4	1.1	9.2	57.00	27.80	29.20
6	23	9.8	14.9	1.6	12.8	61.70	13.70	48.00
Total	61	8.2	12.2	1.3	11.9	60.84	21.66	39.18

CONTACT: Vernon Williams, Project Director
Box 337
Springfield, South Carolina 29146
Phone: 258-3418

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published April, 1979
by Education Products Center
North Carolina Department of Education
Columbia, South Carolina

Individualized Instruction

WHAT: Elementary Remedial Math Lab

WHERE: West Greenville Elementary School, Greenville County School District

FOR WHOM: Approximately 120 pupils in grades 1-5

WHY: To improve specific arithmetic skills in an individualized laboratory program.

HOW: A maximum of twenty students attend the laboratory daily for forty-five minutes to work on identified weaknesses in math, based on skill requirements of the Foundation Valley Teacher Support System.

From the profile, students receive a prescription objective sheet individualized to develop specific skills needed. The prescription lists all materials available in the lab to develop the particular skill. The teacher and aide assist students in selecting materials and determining the amount of time to spend on each. Students have some options in selecting materials to complete their daily assignments, and some assignments are optional while others are required.

Student progress is continuously assessed at specific evaluation points by Foundation Valley and teacher evaluations. Skill checklists are placed in each student's permanent record.

The Title I Math Lab provides students intensively individualized instruction through a variety of multi-media, multi-level materials. Materials and equipment are organized to allow students to experience success and move at their own pace in developing mathematical skills and concepts. Students work with materials and operate equipment themselves, but a 2:20 adult/student ratio also enables each student to have an individual conference with either teacher or aide daily.

Students have a chance to earn free time for "choice" activities and are allowed to choose a prize for successful completion of various activities. For example, lab students cook their favorite recipes, using metric measurement units, and make their own personalized T-shirts.

Five days of teacher training preceded the program's first operation, most of it conducted by district curriculum consultants and a lesser portion by commercial firms representatives.

WHEN: Daily, five 45-minute classes per week

FUNDING: Federal (Title I, ESEA)

EVALUATION: SAT/A-Total Math

			Gains					
Grade	Number of Students	Pre-test Percentile Rank	Percentile Rank	Grade Equivalent	Normal Curve Equivalent	Standard Score		
						Actual	Expected	Difference
1	10							
2	30							
3	30	11.1	24.3	1.6	17.8	19.00	8.54	10.46
4	30	20.9	12.2	1.2	7.9	12.67	7.01	5.66
5	20	32.9	3.1	1.3	1.8	14.55	11.15	3.4
Total	120	20.8	14.0	1.4	8.9	15.28	8.89	6.39

CONTACT: Carolyn Dillard, Title I Math Coordinator
301 Camperdown Way
Greenville, South Carolina 29602
Phone: 242-6450

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published April, 1979
by Education Products Center
South Carolina Department of Education
Columbia, South Carolina

Individualized Instruction

WHAT: Remedial Mathematics—Building Blocks Along the Road to Learning

WHERE: Lexington Middle, Gilbert Elementary, and Pelion Elementary schools, Lexington District 1

FOR WHOM: A total of 227 second through eighth grade students selected as underachievers on the basis of objective test data and teacher judgments

WHY: To raise student achievement level in math through individualized and small group instruction.

HOW: An effective teaching and learning climate has been attained through a totally individualized instructional program with emphasis on student involvement and student responsibility, program planning, in-service for teachers and aides, an ample study of appropriate materials and equipment, and the expertise of teachers and aides.

Students are selected for the program on the basis of CTBS scores, number of absences, and teacher judgment. Students are judged on achievement level in the area of math in relation to age peers in the school, degree of underachievement in the area of math, achievement motivation, and health.

Commercially prepared diagnostic materials with built-in placement procedures are utilized with informal testing procedures. From this information, individual profiles are obtained and work is prescribed for each individual according to his skill needs on a skills continuum.

Each student is given specific instructional tasks that will help in mastering skills in particular areas of weaknesses. Individual help is given as needed by the teacher and aide in classes of no more than fifteen students.

The program is teacher directed along with the help of the student. Because of a wide variety of available materials, the student has a choice of methods and techniques to aid him in mastering needed skills. Materials used to suit individual learning styles include individualized drill and practice kits, individualized cassette learning packages, metric kits and materials, geometric kits, filmstrips, transparencies, and language master cards.

As soon as a learning task has been completed, the work is assessed by the teacher with the help of the student. The student gets immediate feedback. Individual records are kept so that each student can note the progress he is making. Diagnosis is continuous so that the student is always working on an appropriate level at his own learning pace according to indicated needs. Student-teacher conferences are frequent.

WHEN: Daily, five 50-minute classes per week

FUNDING: Federal (Title I, ESEA)

EVALUATION: CTBS/S Total Math

CONTACT: Heyward L. Suber, Title I Coordinator
Box 218
Lexington, South Carolina 29072
Phone: 359-4178

			Gains					
Grade	Number of Students	Pre-test Percentile Rank	Percentile Rank	Grade Equivalent	Normal Curve Equivalent	Standard Score		
						Actual	Expected	Difference
2	37	17.0	14.0	1.0	9.7	63.00	44.00	19.00
3	25	22.5	22.5	1.6	13.3	81.00	46.50	54.50
4	27	17.0	11.5	1.0	8.1	49.00	26.00	23.00
5	24	25.0	-7.0	0.5	-5.1	19.00	36.00	-17.00
6	29	4.9	16.4	1.9	18.1	76.00	9.20	66.80
7	13	10.0	6.7	1.3	6.7	45.00	18.00	27.00
8	15	7.5	3.1	1.0	4.0	32.00	14.00	18.00
Total	170	14.2	11.1	1.0	8.6	55.32	29.81	25.51

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published April, 1979
by Education Products Center
South Carolina Department of Education
Columbia, South Carolina

Media Center

Language Arts

WHAT: TV Studio Programs by Students

WHERE: Irmo Middle School, Lexington District 5

FOR WHOM: Students in grades 6, 7, 8, and 9

WHY: To utilize the TV studio and equipment as another educational tool for creating enthusiasm for learning, as a creative outlet for students; to add to a wide variety of learning experiences which support the school curriculum; to involve students in the techniques of videotaping and the communication skills which relate to writing, speaking, and performance; to inform the student body of current school events.

HOW: "The Jacket Report," a ten-minute closed circuit TV show spotlighting school news and announcements is broadcast every Friday morning. Student camera crews and VTR operators from each unit are trained during the Media Center's TV workshop at the beginning of the year. These camera crews are used also for other TV productions. Every Instructional Unit in the complex has its own trained crew and every unit produces at least one "Jacket Report" program which involves planning by the teachers, student cast members, and the media specialist.

The initial planning session for the program is held on Monday. At this meeting, the media specialist and the teacher discuss information concerning the show's format and cast sequence. On Thursday, second period is reserved for crew rehearsal and third period is reserved for a final cast rehearsal and taping.

Student reporters are responsible for gathering and writing announcements, weather, and sports for the program. Students are also responsible for contributing ideas concerning the special feature section of the program. The teacher and the media specialist serve as advisors.

Teachers may schedule other productions (not pertaining to the "Jacket Report") by submitting a TV studio request form to Campus I or M media centers. All productions must be planned and rehearsed before scheduling the studio. The middle school student needs many opportunities to role play and to have immediate feedback. Participation in the TV productions provides these opportunities for the 10- to 14-year-old learners.

WHEN: Weekly

BEGAN: 1977-78

FUNDING: Local

EVALUATION: The television studio and equipment are extremely popular with all students, and they are all quite eager to learn the operation of the equipment and the production of "The Jacket Report."

COMMENTS: "The TV studio is a great asset to our media center program." (Teacher)

"My science students did an excellent job videotaping the dissection of the frog." (Teacher)

"Our unit enjoyed working together to produce a 'Jacket Report' program." (Teacher)

"I was so nervous when I was an announcer on 'The Jacket,' but I loved every minute of it!" (Student)

"I thought the TV workshop was neat; I liked being cameraman most of all." (Student)

"Most of the programs are very good, especially the ones with good special feature parts like the 'B' team cheerleaders." (Student)

"Several of us parents made a special trip to school to view 'The Jacket Report' when our children participated and we were delighted with the program." (Parent)

CONTACT: Dr. Bobbie McEntire, Director of Irmo Middle School
P. O. Box 508
Irmo, South Carolina 29063
Phone: 781-3384

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published April, 1979
by Education Products Center
South Carolina Department of Education
Columbia, South Carolina

WHAT: The Puzzle of Parenting

WHERE: College Street Elementary School, Chester County School District

FOR WHOM: Parents and guardians of preschool children

WHY: To alert parents of preschool children to the developmental skills that are necessary to insure the child of success in school, and to train guardians of children from broken homes.

HOW: Six topics are discussed and each topic has pertinent State Department of Education reference material to accompany it. The series of programs are as follow: (1) How and What Your Child Learns Through Play; (2) How Your Child Learns Behavior; (3) How to Handle Your Child's Behavior; (4) How Your Child Learns to Talk, led by the speech therapist; (5) How Your Child Learns to Read, led by the reading specialist; (6) How Your Child Learns About Math, led by the math coordinator.

Sessions were advertised by posters, radio and newspaper announcements, and notices taken home by students. Programs were held in the school library where a "Corner for Parents" was established with pertinent literature. Kindergarten parent volunteers cared for children with planned activities and refreshments while their parents attended the series.

WHEN: Tuesday nights, 7:00 – 8:30 p.m.

BEGAN: 1977

FUNDING: State and local

EVALUATION: The program has been received very well. We have added two additional schools this year.

COMMENTS: "Programs meet the needs of our parents. Their positive attitudes and willingness to share new ideas and experiences were most enjoyable." (Teacher)

"This program has been one of the best I have seen for public relations and community support. The parents enjoyed it very much." (Principal)

"The program was well planned and entertaining – we all enjoyed it very much. It has been enlightening to see that others share my same concerns." (Parent)

CONTACT: Mrs. Sue Cantrell, Director of Instruction
P. O. Box 370
Chester, South Carolina 29706
Phone: 385-6124

Parent Education

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published April, 1979
by Education Products Center
South Carolina Department of Education
Columbia, South Carolina

WHAT: Parent-Oriented Education

WHERE: Kelly Edwards Elementary School, Barnwell School District 29

FOR WHOM: Parents and grandparents of children ages 3-5 and other interested adults

WHY: To help the family, as the first teachers of the child, to do the best possible job of teaching in the home.

HOW: In-service, guidance, and printed materials for the first year of this program were provided and funded by the State Department of Education. The Department Parent Education Coordinator and consultants in early childhood and adult education assisted local personnel with planning and implementation.

District-paid staff included a high school home economics teacher, a prevocational teacher, and three regular teachers (two kindergarten and one first grade). The director was responsible for planning, implementing, and coordinating the series of six meetings held for parents and other participants. The district speech therapist, reading consultant, and math consultant were utilized in presentations which pertained to their expertise.

The six topics were: How and What Your Child Learns Through Play, How Your Child Learns Behavior, How to Handle Your Child's Behavior, How Your Child Learns to Talk, How Your Child Learns to Read, and How Your Child Learns About Math.

The district Director of Adult Education worked closely with early childhood personnel to help identify parents who would benefit most from the program. A cooperative effort among the Department of Social Services, the Adult Education Program, and the elementary school resulted in identification and notification of target parents.

Letters were sent home to parents of all elementary children and posters placed in key locations in town. Newspaper releases and a radio interview with the elementary principal and lead project teacher publicized the importance and availability of the program.

High school home economics students provided baby-sitting services for children of parents attending.

WHEN: Six Monday nights during the spring of 1978 (7:00–8:15 p.m.)

BEGAN: 1978

FUNDING: State and local

EVALUATION: The value of the program is being realized in upgraded readiness of kindergarten and first grade pupils and in the increased interest participating parents show in cooperating with the school due to their awareness of how their children learn and the importance of early childhood development.

COMMENTS: "Children whose parents participated in this program seem more mature and ready for learning experiences in kindergarten than those of the same background whose parents did not participate." (Kindergarten Teacher)

"We found the program helpful enough to continue and expand at district expense. We are also developing a circulating library for parents with materials on parenting and how parents can help their children learn and develop." (Principal)

"We enjoyed the meetings and learned a lot from them. We hope that the school can do the same thing regarding older pupils. We feel we need help with them also." (Parent)

CONTACT: C. E. Bolton, Principal
Kelly Edwards Elementary School
P. O. Drawer 508
Williston, South Carolina 29853
Phone: 266-4255

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published April, 1979
by Education Products Center
South Carolina Department of Education
Columbia, South Carolina

Parent Education

WHAT: Parent-Oriented Education

WHERE: All primary schools in Greenwood District 50

FOR WHOM: Parents of young children from birth to six years of age

WHY: To broaden parents' understanding of child behavior and to improve their readiness for learning.

HOW: A series of six programs, "The Puzzle of Parenting: How To Fit It Together," is designed to provide parents with information about the development of young children with an emphasis on learning activities which enhance their child's development.

Parents or other caretakers attend workshops to study the following topics: (1) How and What Your Child Learns Through Play; (2) How Your Child Learns Behavior; (3) How to Handle Your Child's Behavior; (4) How Your Child Learns to Talk; (5) How Your Child Learns to Read; (6) How Your Child Learns Math; (7) How Your Child Learns to Feel Good About Himself—Foundations for a Good Self-Concept; (8) How to Help Your Child Be Healthier.

Using teacher's manual and parent booklets from the State Department of Education on each topic, district teachers conduct 2-hour workshops weekly. Teacher training on how to conduct the workshops is provided by Department consultants.

A variety of filmstrips, tapes, films, and other materials are used in the workshops. Each parent receives personal copies of booklets on each of the six topics.

WHEN: One program per week for six weeks

BEGAN: 1977

FUNDING: State and local; originated as a federally funded program

EVALUATION: All five schools evaluated their program during the spring of 1978 using a State Department of Education evaluation form to identify strengths and weaknesses of the workshop. Parents' responses were positive.

COMMENTS: "We need to put more effort into learning that takes place in the home." (Teacher)

"I have received a tremendous amount of help from these meetings." (Parent)

CONTACT: Julian A. Gault, Assistant Superintendent for Elementary Schools
P. O. Box 248
Greenwood, South Carolina 29646
Phone: 233-4348

published April, 1979
by Education Products Center
South Carolina Department of Education
Columbia, South Carolina

Parent Education

WHAT: Parent Education

WHERE: All elementary schools and three preschools, Sumter District 17

FOR WHOM: Parents of children in preschool up to the third grade

WHY: To secure parent involvement and provide necessary training for parents, the child's first teachers.

HOW: Surveys were used by each school to determine what time of day suited parents best for the training. As a result many schedules were used to suit the parents of each school in the district. Several schools met in mornings while others carried on their programs during the evening.

Each school had six sessions. Principals and teachers conducted the sessions with some assistance from district staff.

Recruiting was done by letters, radio, newspapers, and ETV.

Materials provided by the State Department of Education were used in the sessions. These materials came from the "Puzzle of Parenting," a series of parent programs for parents of children ages birth through six. Parents made materials suggested and discussed topics in small groups. Parents participating in the program were rewarded by the presentation of a Positive Parent Certificate at the combined PTA meeting at the end of the year. An average of fifteen parents attended each session.

Each school now has a preschool program anticipated to increase in size this year. All principals and Follow-Through staff have been trained in the use of materials. Eight sessions will be conducted in each school this year. The topics are: (1) How and What Your Child Learns Through Play; (2) How Your Child Learns Behavior; (3) How Your Child Learns to Feel Good About Himself; (4) How To Handle Your Child's Behavior; (5) How Your Child Learns to Talk; (6) How Your Child Learns to Read; (7) How Your Child Learns About Math; (8) How to Help Your Child Be Healthier.

WHEN: Hours and dates in each school vary according to the parents' preferences

BEGAN: 1977

FUNDING: State

COMMENTS: "The parents were so involved, they refused to stop making learning games and their other activities when the time was up. Having parents as resource people is very meaningful since they enjoy sharing how they can work with games to help their children learn and how they handle behavior." (Teacher)

"'The Puzzle of Parenting' is one of the finest, well thought out and timely programs to originate from the State Department of Education. The parents expressed great satisfaction with the booklets, the scope of subject matter, and the presentation." (Principal)

"I especially enjoyed making the printing pictures, playdough, and other things from materials around the house." (Parent)

"Sharing with others, getting things out in the open, helps everyone with ideas on helping children learn about life and cope with daily problems." (Parent)

"My favorite part of this program was the films which showed interesting ways to enjoy our children and ways we can teach them and encourage them." (Parent)

CONTACT: D. F. Barber, Jr., Director of Elementary Education
Drawer 1180
N. Pike Road
Sumter, South Carolina 29150
Phone: 469-8536

published April, 1979
by Education Products Center
South Carolina Department of Education
Columbia, South Carolina

Parent Involvement

Parent Aides

WHAT: Parent Involvement Aides

WHERE: Each of the elementary schools that contain grades K-4 in the Chester County School District

FOR WHOM: Approximately 280 parents of ESAA, or low achieving students in grades K-4

WHY: To enhance methods of learning math and reading; to enhance affective behavior.

HOW: Seven parent aides were employed and trained to visit homes of some 360 selected students to establish and maintain rapport and to introduce materials to assist their children's learning. Parents are also encouraged to confer with teachers, and attend workshops in school policies and procedures, course offerings, developing learning materials for home use, and using commercial materials at home.

This component of the district's ESAA project is targeted at some 360 pupils who have the greatest learning problems.

A toy-lending library system, based on the Nimnicht model, uses sixteen durable toys to help parents develop their children's cognitive, perceptual, and language skills. Nine parent involvement aides are employed and trained to work directly with ESAA project students and their immediate families at each elementary school. Parents learn how to use each toy to stimulate thought processes before they check out toys at the school library. A training manual and filmstrip explaining uses of the toy accompany each toy or game.

In conjunction with the toy-lending library, a tote bag program is being conducted for project students and their younger brothers and sisters. Each child takes home, at least bi-weekly, a tote bag containing books, laminated pictures, puzzles, games, and teacher-made material.

WHEN: On each regularly scheduled school day; some of the home visitations by the PIA's had to be carried out after school hours or late in the afternoon.

BEGAN: 1977

FUNDING: Federal

EVALUATION: All questionnaires and "feed back" materials indicated that the program was a total success.

COMMENTS: "The program is wonderful. It brings school home to the younger child." (Teacher)

"The PIA program has proven to be effective in involving parents. It promotes a closer relationship between parent and child and they become more aware of educational programs." (Principal)

"It has great educational value for students." (Parent)

"My whole family enjoyed the tote bags." (Parent)

CONTACT: Robert P. Stutts, Director of Federal Programs
Box 370
Chester, South Carolina 29706
Phone: 377-8611

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published April, 1978
by Education Products Center
South Carolina Department of Education
Columbia, South Carolina

Parent Involvement

Media Center

WHAT: Seminar for Parents

WHERE: Greenville Middle School, Greenville County School District

FOR WHOM: Students in grades 6-8

WHY: To inform parents about contemporary literature for children.

HOW: "Communicate Through Literature" is a regular part of the school library program. It encourages greater communication between parent and child through the use of literature, and encourages better communication between the school and the home.

Once a month parents come to the library to read and discuss the books their children are reading. A bulletin board in the library features book reviews written by parents; literature discussions in the classroom are now being led by interested parents; and school book fairs are conducted totally by this group. Parents are issued library cards and are encouraged to read and discuss books with their children at home.

Authors of books for young people come and share their works and ideas with the parents and students, and parents have begun to take an active role in the student/author telephone interview program.

BEGAN: 1977-78 school year

FUNDING: Local

EVALUATION: Observation of student and parent attitudes toward reading and literature is the chief form of evaluation.

COMMENTS: "I feel that the Parent Program at our school has done more to involve the parents with the school and with what their children are reading than any of the school's previous efforts to involve parents." (Teacher)

"Our students are passing the excitement to their parents and vice versa." (Teacher)

"The parent seminars in children's literature have been of great benefit in motivating students' interest in reading, as well as giving parents the opportunity to observe our library program, our teachers, and their children in the school setting. These seminars seem to build support for the entire school program." (Principal)

"My mother participates in the literature meetings at our library, and we discuss a lot of books that she never would have known otherwise. My mom and I both read more than ever." (Student)

"The Parent Seminar has been thoroughly enjoyable. Benefits which stand out to me are: interesting and challenging discussions with the other parents, librarian, and visiting authors; sharing a common interest with my child by reading the same books and authors." (Parent)

CONTACT: Pat Scales, Librarian
Greenville Middle School
16 Hudson Street
Greenville, South Carolina 29615
Phone: 232-1271

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published April, 1979
by Education Products Center
South Carolina Department of Education
Columbia, South Carolina

Parent Involvement

Interdisciplinary

WHAT: Parent-School Partnership for Basic Skills Instruction

WHERE: Sixteen (16) Charleston County elementary schools

FOR WHOM: Children in grades 1-2 who score in the bottom two quartiles on the Comprehensive Test of Basic Skills in reading, language, or math, and children in grades 3-5 scoring below the fiftieth percentile in reading

WHY: To raise achievement levels in reading, math, and language; to develop or maintain positive self-concepts among target students; to involve parents as volunteers participating in the classroom, in parent workshops, and home visits.

HOW: An objective-based, activity-centered curriculum in basic skill areas is provided to all target children in grades 1-5 who attend the sixteen target elementary schools. Major efforts are made to diagnose students' strengths and weaknesses, design and conduct activities to meet these needs, and assess their progress continuously.

Intensive in-service training occurs so that teachers can continue to improve their teaching skills and methods in conducting the instructional program and in creating supportive classroom environments.

The parent training component consists of: (1) parent workshops—each seminar consists of approximately six to eight sessions related to one theme; (2) home visits—a subgroup of the target population is selected to receive home visits; four community workers, each serving approximately eighty (80) parents of first and second graders, make monthly home visits for the purpose of helping the parent to help his child; (3) volunteer parents—coordinators selected from each school are trained to recruit and train volunteers to assist in the classroom and make materials; parents who cannot volunteer at school are encouraged to make materials at home; (4) monthly newsletter—*Parent Activities for Teaching Children How* is developed and distributed monthly to all parents of first and second graders; the newsletter consists of ideas, activities, games, and suggestions for improving the child's school success; (5) lending library—books, games, and other activities are utilized by parents of target children in grades one and two.

Staff includes a project coordinator; eight curriculum consultants, each training approximately thirty-six (36) classroom teachers through observations, conferences, demonstrations; a parent education consultant; four community workers who visit approximately eighty (80) parents each month; two secretaries; twelve (12) demonstration teachers who assist in training other classroom teachers by modeling excellent teaching strategies; and contact teachers who distribute supplies and act as a liaison between the central office and schools.

WHEN: Throughout the school day

BEGAN: 1975

FUNDING: Federal (ESAA)

EVALUATION: Product and process evaluations are conducted annually and center on student achievement, implementation of project activities, survey of participant attitudes regarding the program, and the extent of parent involvement. Complete documents containing specific comments made by principals, teachers, parents, and others are submitted annually to the regional education office.

National Percentile Rank Scores for 1977-78 ESAA Elementary Schools					
(N)			Pre-test	Post-test	Difference
GRADE 1	906	Reading Language Math	27 33 28	50 40 51	+23 + 7 +13
GRADE 2	874	Reading Language Math	34 34 35	44 48 53	+10 +14 +18
GRADE 3	404	Reading	30	32	+ 2
GRADE 4	344	Reading	31	35	+ 4
GRADE 5	339	Reading	28	29	+ 1

COMMENTS: "The program has been helpful. We have utilized the materials and ideas in constructive ways." (Teacher)

"We appreciate the opportunity to receive assistance on a variety of methods and techniques for working with children who experience difficulty in the area of language arts." (Teacher)

"Teachers exhibit positive attitudes toward the program." (Principal)

"I support the program and appreciate ideas from the workshops." (Parent)

CONTACT: Ms. Patricia A. Bower, Elementary School Consultant
3 Chisolm Street
Charleston, South Carolina 29401
Phone: 722-8461

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published April, 1979
by Education Products Center
South Carolina Department of Education
Columbia, South Carolina

Physical Education

WHAT: Games Approach

WHERE: Florence District 1

FOR WHOM: Grades 1-6

WHY: To design the district's own sequential elementary curriculum; to diagnose from pre-test scores the problem areas in which students fell below the national average and prescribe activities which would advance these areas at least five percentage points; to measurably improve student fitness levels, discipline (as measured by teacher observation), motor skills, and self-image.

HOW: Movement Education is an individualized program which allows each child to develop at his own pace to his optimum level of physical fitness. Important basic experiences are a meaningful part of movement education, which progresses from simple to complex and provides a framework for other future movement demands.

A certified movement specialist is employed in each of the district's fourteen elementary schools, giving special attention to first and second grade students. The specialist works with classroom teachers to provide attention to the other students. A diagnosis is made for each child, based on physical fitness tests given regularly. A prescriptive program is then designed for each student to meet his diagnosed needs. Using cumulative data from these tests, the skills needs can be continually re-established, identifying areas for new program emphasis.

Children in kindergarten through the third year are not expected to work in group activities. Each has an activity designed for him so that he is engaged in a problem-solving situation and a decision-making process at the same time. A problem is posed for all of the children, and each child solves it in his own way. The child then develops skill in the thinking process, so vitally important to problem-solving.

The New Games Approach is used throughout to minimize competition and involve all students in a meaningful movement experience. Physical fitness is a direct result of movement education instead of the primary goal.

WHEN: First and second level students receive 60 minutes per week with a movement specialist. All students have a minimum of 75 minutes per week with the classroom teacher and a specialist, the classroom teacher providing the additional time not supplied by the specialist.

BEGAN: Piloted in one school in 1973-74; implemented in all schools by 1978-79

FUNDING: Local

EVALUATION: AAPHER Fitness Test was administered. Pre- and post-test results reflected 7 percent to 20 percent higher gains in the pilot school over the control school.

COMMENTS: "Learning personal space (space awareness) made all the difference in the world in my students' behavior." (Teacher)

"The discipline in our school has measurably improved." (Principal)

"It's fun and it makes you feel good. I've lost weight since I've been doing my exercises at home." (Student)

"My child has been balancing himself on various objects and never did things like that before. He is really confident about himself." (Parent)

CONTACT: Elsie V. Matthews, Coordinator of Elementary Physical Education
S. Dargan and Pine Streets
Florence, South Carolina 29501
Phone: 669-4141

share
published April, 1979
by Education Products Center
South Carolina Department of Education
Columbia, South Carolina

Physical Education

WHAT: Folk Dances, Gymnastics

WHERE: Henry P. Archer Elementary School, Charleston County School District

FOR WHOM: Students in grades 1-5

WHY: To develop physical fitness, efficient and graceful body control and movement, creativity and rhythm, desirable social traits, sound emotional and mental health, and interests and skills in wholesome use of leisure time.

HOW: Children participate in a variety of activities appropriate to their abilities and ages. Those include tag, relay games, and races involving basic movements; lead-up and team games involving sports skills; rope jumping and other self-directed activities. Others are such recreational activities as ring toss, bowling, pitching horseshoes, stunts, tumbling, folk dances, and rhythm activities.

The Filipino folk dance "Tinikling," which involves dancing between two long bamboo poles as they are clapped together then clapped down on the floorboards, is taught to all grade levels in graduated complexities. Besides fostering children's creativity and rhythm, this dance develops jumping and hopping skills. Continuous performance of the steps to the folk music is a good aerobic exercise.

Each year, parents and other community residents are invited to the school's two-day field activities. All the children participate in relays, dances, games, and races. Competition is within grade levels. Ribbons donated by the PTA are awarded to first- and second-place winners.

WHEN: Wednesdays, Thursdays, and Fridays

BEGAN: 1970

FUNDING: State and local

EVALUATION: The program's success is evaluated in terms of student performance of skills or activities and practical application in games.

COMMENTS: "The program is very well planned and organized. The children are always delighted to go and enjoy themselves." (Teacher)

"Children never want to miss their P. E. classes." (Teacher)

"A wonderful comprehensive program suited for all children of school age. Have seen good results in the past years." (Principal)

"I like P. E. because we have lots of fun and learn to play lots of games. It helps us to be good sports in games." (Student)

"P. E. is fun because we learn new games and new dances every year. Last year our dance group performed in the Spoleto Festival." (Student)

"I think the physical education program at Archer is excellent. It entails every phase of a good fitness program which includes all ages of children." (Parent)

CONTACT: Joseph D. English, Principal, or
Alice Castillio Cortez, Teacher
Henry P. Archer Elementary School
220 Nassau Street
Charleston, South Carolina 29403
Phone: 577-7640

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published April, 1979
by Education Products Center
South Carolina Department of Education
Columbia, South Carolina

WHAT: P. E. Through "New Games"

WHERE: Macedonia Middle School, Barnwell District 19

FOR WHOM: Grade 4

WHY: To improve and enhance the children's self-concept; to provide a feeling of accomplishment for all children (every child's a winner).

HOW: Very little equipment is needed. All can be made or improvised. **Reference:** the *New Games Book.* **Basic techniques:** very little directions; short and well-defined rules and instructions. **Reason for success:** all participate including teacher.

Brief explanation: all children enjoy games, especially when the pressure of winning is removed. Children are allowed to introduce games of their own. All activities are kept at a swift pace to avoid boredom. Even the most unathletic child can feel a sense of being in shape.

Some old games are modernized. **Example:** "Old McDonald Had A Farm—1978." Instead of animals being on McDonald's farm, each child pretends to be on the farm by jumping inside the circle the class has made. As the child jumps in, he invents a movement or a sound of his own and the rest of the class joins in (teacher's names may be used instead of McDonald's).

WHEN: Every Tuesday and Thursday between 2:00 and 2:30 p.m.

BEGAN: 1977

FUNDING: State and local

EVALUATION: All students appear happy and look forward to P. E., even those who can't even turn a flip. Very few absentees.

COMMENTS: "I'm happy, my students are happy, and they are finding out that they are wonderful individuals." (Teacher)

"Is P. E. today?" (Student)

"Is it time yet?" (Student)

"I've got a game to share." (Student)

"Can we have P. E. everyday, please?" (Student)

"My child loves your class." (Parent)

"My child wanted to come to school because she said it was P. E. day. She never liked P. E. before." (Parent)

CONTACT: Andy Sandifer, Title I Coordinator
Box 185
Blackville, South Carolina 29817
Phone: 284-2234; or

E. M. Lebby, Principal, or
LaVonne Holmes, Teacher
Blackville Middle School
Blackville, South Carolina 29817
Phone: 284-2175

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published April, 1979
by Education Products Center
South Carolina Department of Education
Columbia, South Carolina

Physical Education

Handicapped

WHAT: New Games Strategy

WHERE: Greenville County School District

FOR WHOM: Special education middle school students in self-contained classes

WHY: To help middle school special education students develop a positive and healthy self-concept by supplementing the regular physical education program.

HOW: New Games Strategy is a helpful supplementary program for children who have difficulty adjusting to the regular physical education environment and subsequently fail to develop their bodies, self-confidence, and physical skills. The new games approach is designed to develop the same body building/coordination skills that the regular physical education program does; yet the emphasis is on: (1) everyone wins, no one loses; (2) everyone participates, no threat of exclusion from the team. Exercises and games are designed for individuals and small and large groups, using various skill levels, always involving simple game rules.

Implementation of New Games Strategy can be strengthened by teacher participation in workshop training provided by the South Carolina Commission on Alcohol and Drug Abuse. The program can be initiated and maintained within an extremely small budget.

WHEN: Varies, depending on school schedule

BEGAN: June 1977

FUNDING: State

COMMENTS: "The New Games Book Program was well received at Washington Center. Teacher response was positive. They felt that with reasonable modification, most of the activities were valuable to our severely handicapped children. We are indebted to those responsible for aiding us in becoming familiar with the New Games Book." (Principal)

CONTACT: Peggy Griffeth, Coordinator of Substance Abuse Education Program
37 Tindal Avenue
Greenville, South Carolina 29605
Phone: 233-1652

published April, 1979
by Education Products Center
South Carolina Department of Education
Columbia, South Carolina

WHAT: Year-Round Supplementary Reading Program

WHERE: Spartanburg District 7 elementary schools

FOR WHOM: Students in grades 1-6

WHY: To encourage supplementary reading by all students in grades 1-6; to provide a guide for supplementary reading.

HOW: The language arts teachers provide reading enrichment experiences as a part of the total language arts programs. The purpose of the reading enrichment emphasis is to provide an opportunity for students to: (1) practice and reinforce reading skills; (2) broaden interests and develop a love for reading; and (3) develop literary appreciation.

At every grade level, students are expected to do supplementary reading. Each language arts teacher assists his/her students in planning a well-balanced reading program for the year.

The school librarians are important to the success of the supplementary program. The *Suggested Elementary Reading Lists A-Z*, developed by the librarians, provide a guide for each student's summer reading. These lists help provide a year-round record of student supplementary reading. The county library cooperates with the school district in providing the lists and coding the books for the students' use.

In addition, a variety of supplementary reading materials is provided through the Reading Center to support the supplementary reading program. The provision of a wide variety of material on each student's reading level is essential.

In the first, second, and third grades, students are expected to read a minimum of one book per week. The more able students should read several books per week. Teachers devise a method for each student to use in recording a list of reading for the year.

In the fourth, fifth, and sixth grades, an *Independent Reading Record Form* is maintained by each student. In addition, a *Books I Have Read* form helps the student classify his/her books and serves as a guide toward a balanced reading program.

Each language arts teacher is responsible for providing guidance so that each student's free reading is well balanced. Conferences with the child on book choices and follow-up conferences are held after he/she has read the books. Literary appreciation may be developed with the use of classics and award-winning books. Reading to the students and sharing books with them is an important element in the program. The teacher's enthusiasm about books and reading is an essential ingredient.

WHEN: Daily, year round

BEGAN: A supplementary reading program has been a part of the language arts program. However, the *Suggested Elementary Reading Lists A-Z* and the summer reading program were developed and put into effect in the 1977-78 school year.

FUNDING: Local

EVALUATION: The impact of the formal lists and summer emphasis seem to have created greater interest on the part of parents and greater participation on the part of students. There is no way to separate the influence of this portion of the program from the total program impact on standardized test scores.

CONTACT: Nancy Killian, Coordinator of Reading Services
P. O. Box 970
610 Dupre Drive
Spartanburg, South Carolina 29304
Phone: 585-2231

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published April, 1979
by Education Products Center
South Carolina Department of Education
Columbia, South Carolina

WHAT: Elementary Reading

WHERE: Everett, Geiger, Gordon, Kelly-Miller, McCrorey-Liston, and Mount Zion elementary schools, Fairfield County School District

FOR WHOM: Approximately 340 pupils in grades 1-6

WHY: To improve reading skills among selected elementary pupils in a small laboratory.

HOW: Eligible students are given the Hoffman placement test, verified by an informal reading inventory. The teacher and aide work together to write individual student profiles and prescriptions, in consultation with each child's regular classroom teacher.

Structured lessons on viewers include readiness questions, motivation, listening skills, vocabulary, and following directions. Student responses are self-pacing and self-scoring with immediate feedback. If the student does not perform well on the structured lesson, extended learning reinforcement activities, both commercial and teacher-made, are prescribed.

Student progress is informally evaluated after each study unit, and the mastery test is given after students complete an achievement unit of ten lessons. If a student does not achieve 90 percent mastery of this test, he is recycled and retested before proceeding to the next unit.

At least three 1-hour training sessions are held before the program, with two or three in-service sessions for teachers and aides during the year.

WHEN: Four 45-minute classes per week

FUNDING: Federal (Title I, ESEA)

EVALUATION: CTBS/S-Total Reading

			Gains					
Grade	Number of Students	Pre-test Percentile Rank	Percentile Rank	Grade Equivalent	Normal Curve Equivalent	Standard Score		
						Actual	Expected	Difference
1	46	2.6	8.9	1.1	15.6	76.22	43.42	32.80
2	48	2.1	3.3	1.2	9.0	59.98	38.78	21.20
3	65	3.5	8.5	0.7	13.4	76.43	36.43	40.00
4	66	6.8	1.8	0.5	2.6	38.77	29.57	9.20
5	76	6.7	2.1	0.8	3.1	39.97	28.17	11.80
6	58	2.2	1.9	0.7	5.8	32.83	10.43	22.40
7	37	1.1	2.4	1.0	10.1	52.84	14.84	38.00
Total	396	3.5	4.0	0.5	7.9	52.55	28.97	23.58

CONTACT: Lola S. Dove, Title I Reading Supervisor
Drawer 622
Winnsboro, South Carolina 29180
Phone: 635-2120

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published April, 1979
by Education Products Center
South Carolina Department of Education
Columbia, South Carolina

WHAT: Elementary Remedial Reading

WHERE: York District 3

FOR WHOM: A total of 562 students in grades 2-6 in eight Title I elementary schools

WHY: To improve reading skills through small special remedial classes.

HOW: Maximum number of students served in these daily 35-minute classes is six. All district elementary pupils are administered locally developed criterion-referenced tests and are placed in specific levels on a skills continuum spanning K-6. Results of the diagnostic test and specific skill deficiencies are recorded on each student's profile sheet. A copy of the profile is kept in the student's Title I reading folder, along with results of other commercial and informal diagnostic reading tests.

Based on the total diagnosis, students use learning centers and independent activities to extend and reinforce learning. Flexible grouping is used when students' needs are similar. A variety of multi-level and multi-sensory reading materials and audiovisual programs are used for instruction.

The Title I reading teacher and regular classroom teacher meet periodically to discuss and evaluate each student's progress. Classroom teachers administer the district criterion-referenced test during the year, while the Title I teacher makes informal assessments during the year and a formal post-test in April.

Teacher in-service includes the philosophy of compensatory education, culture and personality of the educationally disadvantaged, testing, selecting participants, using materials and equipment, diagnosing skill deficiencies, and classroom organization and management.

WHEN: Thirty-five minutes daily

FUNDING: Federal (Title I, ESEA)

EVALUATION: MAT/F—Total Reading

			Gains					
Grade	Number of Students	Pre-test • Percentile Rank	Percentile Rank	Grade Equivalent	Normal Curve Equivalent	Standard Score		
						Actual	Expected	Difference
2	73	7.6	2.4	0.5	3.2	11.22	9.82	1.40
3	52	4.0	9.3	0.6	13.5	9.61	0	9.61
4	82	1.8	7.0	0.8	15.9	12.88	5.85	7.03
5	56	5.9	4.6	0.9	6.5	8.59	4.97	3.62
6	93	1.6	3.3	0.9	10.3	9.71	3.80	5.91
Total	356	3.3	5.3	0.7	10.0	10.56	5.14	5.42

CONTACT: Judy A. Humphries, Coordinator of Reading
522 East Main Street
Rock Hill, South Carolina 29730
Phone: 328-3814

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published April, 1979
by Education Products Center
South Carolina Department of Education
Columbia, South Carolina

Individualized Instruction

WHAT: Remedial Reading

WHERE: McCelvey, Jefferson, and Sharon elementary schools, Harold C. Johnson Middle School, York District 1

FOR WHOM: A total of 283 students in grades 2-7

WHY: To improve reading skills through individualized diagnostic/prescriptive instruction.

HOW: A teacher and an aide conduct special classes in a laboratory 30-50 minutes daily for a maximum of fifteen pupils per class. Reading specialists administer formal and informal diagnostic tests as a basis for specific prescriptions for remedial work as well as regular classroom instruction. Frequent conferences are held between specialists and teachers.

Individual student profiles and prescriptions are used to personalize program planning and management. Students are assigned weekly reading assignments and keep a daily log in their folder along with a skills checklist which is sent to the regular teacher each week.

Progress reports especially developed for the reading program are sent to parents each nine weeks along with the regular report card.

Teacher training is based on needs identified by teachers and is conducted through exchanging ideas and sharing successful experiences.

Basic skills and self-concept are stressed throughout the program, along with frequent communication and coordination between laboratory specialists and regular classroom teachers.

WHEN: Daily, five 30- to 50-minute class periods per week

BEGAN: 1965

FUNDING: Federal (Title I, ESEA)

EVALUATION: CTBS/S- Total Reading

			Gains					
Grade	Number of Students	Pre-test Percentile Rank	Percentile Rank	Grade Equivalent	Normal Curve Equivalent	Standard Score		
						Actual	Expected	Difference
2	40	6.8	15.2	1.2	15.1	83.85	43.05	40.80
3	59	3.3	4.5	0.5	8.8	61.98	36.38	25.60
4	57	4.1	1.7	0.5	3.5	38.46	27.16	11.30
5	42	4.4	4.2	1.0	7.1	53.33	25.53	27.80
6	41	8.9	4.1	0.6	4.7	33.49	13.89	19.60
7	44	6.3	10.5	1.6	11.7	74.02	19.42	54.60
Total	283	5.2	5.6	1.0	8.2	56.79	27.96	28.83

CONTACT: Barbara McConnell, Title I Coordinator
Box 770
York, South Carolina 29745
Phone: 684-9916

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published April, 1979
by Education Products Center
South Carolina Department of Education
Columbia, South Carolina

Individualized Instruction

WHAT: Darlington Reading Project

WHERE: Brockington, Cain Rosenwald, St. David's, and Spring elementary schools and Pine Middle School, Darlington County School District

FOR WHOM: Students in grades 1-7

WHY: To develop reading skills through individual prescriptions and instruction in a Reading Skills Center.

HOW: A total of 660 students meet in the reading centers for 40-55 minutes daily, depending on their age and the school schedule. After placement according to State Department of Education criteria, students are given the Corrective Systems Basic Sight Word Test and informal reading inventories to measure skill in sight words. These materials have built-in diagnostic prescriptive procedures which provide frequent evaluation of student progress.

Each student has a folder containing his prescriptions and accountability sheet, which gives a profile of his work. Students are taught to use materials and maintain their own accountability sheets. Each is encouraged to advance at his own rate according to his personal learning style with materials on his level.

A team consisting of a teacher and an aide try to maintain a learning atmosphere where each child feels and is successful. Teachers and aides receive a week-long initial in-service training period, with follow-up training once a month. The team coordinates their work with each child's classroom teacher.

The reading centers contain a variety of films, audio cassettes, filmstrips, voice mirrors, and other print and audiovisual materials.

WHEN: From 40- to 55-minute classes daily

FUNDING: Federal (Title I, ESEA)

EVALUATION: CTBS/S-Total Reading

			Gains					
Grade	Number of Students	Pre-test Percentile Rank	Percentile Rank	Grade Equivalent	Normal Curve Equivalent	Standard Score		
						Actual	Expected	Difference
1	109	4.6	11.9	1.2	15.0	75.00	43.40	31.60
2	94	10.0	8.5	0.7	8.1	68.00	46.00	22.00
3	58	6.5	6.8	0.7	8.5	65.00	39.00	26.00
4	59	9.0	2.0	0.7	2.4	39.00	31.00	8.00
5	9	7.6	0.2	0.7	0.3	30.00	28.60	1.40
6	114	6.8	6.0	0.9	7.5	44.00	12.60	31.40
7	12	6.7	3.8	0.8	5.2	43.00	19.60	23.40
Total	455	7.0	7.4	0.6	8.7	58.11	33.13	24.98

CONTACT: Byard Stone, Assistant Superintendent
P. O. Box 494
Darlington, South Carolina 29532
Phone: 393-5401

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published April, 1979
by Education Products Center
South Carolina Department of Education
Columbia, South Carolina

Reading

WHAT: Fort Mill Elementary Reading Center

WHERE: Fort Mill Elementary School, York District 4

FOR WHOM: Students in grades 3-5, including ninety students approximately one year below grade level and forty students who are underachievers

WHY: To help children develop positive attitudes toward reading; to improve reading skills.

HOW: The aim of the program is to "turn kids on" to reading. Many varied materials/equipment are used in an effort to provide each child with meaningful learning experiences. Among these materials/equipment are: comprehension kits, books, games, cassettes, filmstrips, radio, television, etc.

A reading teacher and aides operate the program. Parents and Winthrop College student volunteers assist with instruction. Between fifteen and twenty students help as part of the "Youth Teaching Youth Program." All students and teachers participate in the recreational reading program.

In-service for teachers has included providing communication between center and classroom and assisting teachers in areas of teaching comprehension skills and diagnosing student skill weaknesses.

WHEN: Monday through Friday, 8:00-3:05 p.m.

BEGAN: 1976

FUNDING: Local

EVALUATION: Use of pre- and post-tests, interest inventories, Stanford Achievement and Stanford Diagnostic Tests. Stanford Achievement scores showed average mean gains of +1.0 in 1977 and 1978.

COMMENTS: "A most exciting and rewarding experience. Support from community and the school district provide an environment where children want to come and learn. Children enjoy coming to the Center. The 'open time' before and after school had to be designated by grades due to tremendous student participation." (Teacher)

"The lab has been very valuable in helping students to close gaps in reading scores, thus becoming better students. Parents of the lab children are exceedingly pleased with lab results. It is an excellent resource area for classroom teachers." (Principal)

"The center is exciting and lots of work." (Student)

"The center helps me learn to read better." (Student)

CONTACT: Joan C. Stevenson
Fort Mill Elementary School
Box 663
Fort Mill, South Carolina 29715
Phone: 547-4251

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published April, 1979
by Education Products Center
South Carolina Department of Education
Columbia, South Carolina

Reading

WHAT: A Modified Developmental Reading Program

WHERE: Hillcrest Middle School, Greenville County

FOR WHOM: All students, grades 6-8, enrolled in regular classes

WHY: To meet the reading needs of students reading below grade level, students reading on and above grade level, and eighth grade students exhibiting reading ability two or more years above grade level and meeting special requirements for the independent study phase of the reading program; to advance the student's reading growth up to his measured capacity; to provide for the advanced student the opportunity for expanding his personal growth in reading beyond the limitations of the conventional reading class; to provide a continuous in-service training program for reading teachers.

HOW: Plans for the development of a middle school reading program were initiated by the school district's consultant for middle school education, the reading consultant, and a faculty committee who involved all Hillcrest faculty members in creating the program. A reading coordinator for the program was chosen.

Operation of the program involves careful faculty analysis of the schools' reading needs through study of test results and teacher evaluation. Based on students' analyzed needs, instructional provisions are made to develop the necessary reading skills in a sequentially organized manner.

The program encompasses appropriate grouping for instruction of basic reading skills. Average students work at their instructional level in basal materials supplemented by appropriate supportive reading materials. Slower students work at their instructional level in reading materials especially designed for their group. Gifted students work at their own levels with independent studies and contractual development, using a variety of advanced reading materials.

Reading materials consist of three different series of basal readers and supportive materials, and many varieties of reading labs and kits, audiovisuals, some mechanical devices, reading skills games, reading publications to accommodate readers on levels 1 to 14, and professional materials for teachers.

At PTA meetings, parents are informed of program progress and invited to provide volunteer assistance. They are serving as volunteer tutors and teachers' aides.

WHEN: Reading classes are in operation each period during every school day.

BEGAN: Plans for developing and implementing the program began in April 1974.

FUNDING: Local

EVALUATION: Reading coordinator submits an evaluation report to the principal at the end of each school term. This report reveals average gains and average retrogression for students other than the advanced; for the advanced it shows average percentage increase and decrease in percentile rank and stanine scores. Alternate forms of the Stanford Diagnostic Reading Tests, Levels I and II of Forms W and X, and the Iowa Silent Reading Tests, Level II of Forms E and F, are used for this evaluation.

COMMENTS: "Our program constantly seeks new directions to further aid students in achieving their maximum performance levels." (Teacher)

"Our success level instruction gives the students more confidence in their own ability to achieve." (Teacher)

"Our entire school schedule is built around our reading program. We have provided this program since 1974 and the results of yearly tests indicate good overall prgress is being made." (Principal)

"I think the reading program is good for our educational needs." (Student)

"The reading program at Hillcrest Middle has helped to improve my reading and vocabulary skills." (Student)

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"I am glad my daughter had the opportunity to increase her reading and vocabulary skills in the independent study program. This has been to her advantage throughout high school." (Parent)

"When I was in school, reading as a subject ended with elementary school. My child was not ready to give up this course in middle school. I am grateful to this program for continuing reading." (Parent)

CONTACT: William R. Moody, Principal
Hillcrest Middle School
Route 4
Garrison Road
Simpsonville, South Carolina 29681
Phone: 963-7411

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published April, 1979
by Education Products Center
South Carolina Department of Education
Columbia, South Carolina

Reading

WHAT: Newington Reading Army

WHERE: Newington Elementary School, Dorchester District 2

FOR WHOM: Students in grades 3-6

WHY: To develop good readers; to enable each child to read for pleasure at his individual level; to encourage each child to pursue his unique interest or hobby through books; to encourage total staff involvement in reading for pleasure.

HOW: The Newington Reading Army was implemented with much enthusiasm throughout the faculty and student body in March 1977. Each year hundreds of third through sixth grade students receive the Oath of Induction into the Reading Army by the Commander-in-Chief (district superintendent) and the Secretary of Reading (school principal).

The thought of a military induction with the purpose of improving and encouraging reading sparks much interest and enthusiasm among students.

Special area teachers and library aides are battalion commanders. The forty-six homeroom classes and the special education class make up the forty-seven Reading Companies, with each homeroom teacher serving as a Company Commander. Reading groups within each company make up platoons.

Students are inducted into the army as privates and are promoted to higher ranks, according to numbers of books read.

Each child reads the same number of books for promotion but the reading level of the book is in accordance with his ability. The Company Commanders decide when students satisfactorily complete the number of books necessary for promotion, and submit their names to the General of the Army for certificates.

Some companies read daily, some every other day, but Friday afternoons from 2:35 until 3:00, all activity at Newington stops and the entire Reading Army, including administrators, read in total silence.

When students see adults reading along with them, it serves as a very effective model and enhances their desire to read. The librarian has selected an abundance of interesting books that provide a wide variety of balanced reading material for all ability levels.

WHEN: Some teams daily, some every other day, the entire school each Friday

BEGAN: 1977

FUNDING: Local

EVALUATION: Teacher comments at this point have indicated more positive student attitudes and greater interest in pleasure reading.

Interest and involvement in the Reading Army grew very rapidly. Children suddenly became very interested in books and were spending much of their free time reading.

Students were also observed reading in the school cafeteria during lunch hour, on the school bus back and forth to school, and while waiting for the bus to pick them up in the morning.

The staff is delighted that the Reading Army has served the purpose that it was meant to serve.

COMMENTS: "This is an excellent motivational idea. The students are very enthusiastic and work hard to earn the various ranks. They are extremely proud when they receive their new commissions and certificates." (Teacher)

"I feel our reading goals are greatly enhanced through the participation of our students in the Reading Army. The comments received from students, teachers, and parents indicate the program is well worth the efforts of all concerned." (Principal)

"I think the Reading Army helped a lot of students to realize how much fun reading can be. You can enjoy reading a book and learn things at the same time, without getting bored." (Student)

"The Reading Army has encouraged my child to read more books. By reading more, he has developed more confidence, and is a better reader. This program has helped to make reading fun and has helped develop the 'habit' of reading." (Parent)

CONTACT: Helen Ravenel, Vice Principal
Newington Elementary School
King Charles Circle
Summerville, South Carolina 29483
Phone: 871-3230

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published April, 1978
by Education Products Center
South Carolina Department of Education
Columbia, South Carolina

Individualized Instruction

WHAT: Project "Excitement"

WHERE: Beaufort County School District

FOR WHOM: Regular, special education, and gifted students in grades K-6

WHY: To provide common foundational experiences in the concepts and methods of science for all elementary school students; to decrease the percentage of students scoring in the lowest quartile on science achievement tests such as the California Comprehensive Test of Basic Skills; to raise student achievement in science so that all students are achieving close to their potential; to redesign the science offerings into a sequentially developed individualized program with clearly defined goals, objectives, alternatives, student activities, and multi-media resources.

HOW: Project Excitement is designed as a total elementary school science program involving all students and classroom teachers, a science coordinator, science aide, and secretary. The principal serves as director of the project.

Through staff development, procedures were designed for individualizing instruction and implementing a classroom management system in the science curriculum. The program provides: (1) science instruction using "hands-on" activities and the inquiry approach to science teaching, and (2) intensive in-service education for the total school faculty. The science curriculum guides specify goals and instructional objectives. For each objective there are at least three learning alternatives. The curriculum places emphasis on creative thinking and aids students in becoming self-directed through "classroom labs."

The *Community Resource Directory* identifies places, people, and agencies which can be used to expand science teaching in endless ways. Some supplies and equipment were purchased, some donated by agencies. And in some cases, parents became involved and donated material to make kits.

WHEN: Five days a week

BEGAN: 1976

FUNDING: Federal (ESEA, Title IV-C)

EVALUATION: CTBS pre- and post-test data are available for 463 students in grades 4, 5, and 6. Two grades showed significant gain at the .01 level.

COMMENTS: "Project Excitement has really gotten us involved through our hands-on activities. These activities have been very exciting as well as rewarding for the fifth grade language arts class." (Teacher)

"We often take trips to give the children more meaningful learning experiences. We have written stories about what they saw, felt, and heard on these trips." (Teacher)

"My students are responding to daily classes in a more positive way and are making more critical judgments in decision-making situations." (Teacher)

"Learning is more fun now. I like doing things in class." (Student)

"Since Project Excitement I find my daughter and her friends seem to have a renewed interest in the things around them. Just a simple walk in the yard brings on discussion with her about such things as seasons, plants, insects, time, and so many other things that we just take for granted." (Parent)

CONTACT: Mrs. Ervena Faulkner
Beaufort County Schools
P. O. Box 309
Beaufort, South Carolina 29902
Phone: 524-2660

published April, 1979
by Education Products Center
South Carolina Department of Education
Columbia, South Carolina

WHAT: Project FAST—Adapting Foundational Approaches to Science Teaching

WHERE: Berkeley County School District

FOR WHOM: Middle school students

WHY: To provide a bridge between the general science program of the elementary school and the specific disciplines of the high school curriculum; to sustain student interest during the crucial middle school period.

HOW: The Foundational Approach to Science (FAST) seeks to give students a sense of the operations of our modern scientific community by directly involving them in typical processes of inquiry and research. FAST was adapted from the multidisciplinary, environmental science program developed by the University of Hawaii. It emphasizes foundational concepts and methods of the physical, biological, and earth sciences. FAST relates these sciences to the practical issues of man's use of his environment. Student interest in problem solving is sustained through hands-on activities and inquiry teaching strategies.

The FAST laboratory utilizes standard catalog supplies or equipment readily constructed by students and teachers. Care has been taken to ensure that the program can work under various budgetary constraints.

Teacher training is necessary for successful implementation of FAST. A thoroughly tested teacher training program has been developed which focuses on (1) laboratory and field exercises, (2) inquiry teaching methods and strategies, and (3) classroom organization and management, especially discussion techniques.

WHEN: Full class period each day

BEGAN: June 1976

FUNDING: Federal (ESEA, Title IV-C)

EVALUATION: Students gain skill in problem solving and laboratory techniques in a high-interest, challenging format.

COMMENTS: "I've never had so much fun teaching a program." (Teacher)

"I think it's very worthwhile. We plan to continue it!" (Principal)

"You get to do things for yourself." (Student)

"We do lots of different things, so it keeps you interested." (Student)

"You learn more by trial and error than by having it fed to you by a book." (Student)

CONTACT: Mrs. Judith DelliColli
200 N. Live Oak Drive
Moncks Corner, South Carolina 29461
Phone: 899-6700

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published April, 1979
by Education Products Center
South Carolina Department of Education
Columbia, South Carolina

Environmental Education

WHAT: Environmental Education Program

WHERE: Greenville County School District

FOR WHOM: Students in grades K-12

WHY: To provide a program of environmental education as an integral part of the district's curriculum in grades K-12.

HOW: Environmental education is an integral part of the curriculum of the school district of Greenville County at all grade levels. Outdoor environmental education is used to increase skills through heightened sensory perception and to develop a sense of interdependence and oneness in the use of our natural resources.

An environmental workshop for the district's teachers has been established. At no cost to the school district, over fifty specialists from local, state, and federal agencies are used as consultants in this 60-hour (two week) workshop each year. The workshop stimulates a core of teachers who will ultimately encourage students to make wise decisions about material and energy consumption.

The Environmental Science Center on Roper Mountain is being developed to serve students and adults throughout the state. The center's expansive facilities will include a reception center, classrooms, electron microscope, health and drug education laboratory, meteorological laboratory, planetarium, observatory, four million gallon aquarium, underwater classroom, amphitheater, horticulture center, and nature trails.

WHEN: Teacher workshops are held during the second and third week of June; students' schedules are flexible.

BEGAN: 1973

FUNDING: Local

EVALUATION: Informal evaluations are held daily.

COMMENTS: "Our visit to the Environmental Science Center on Roper Mountain was a new experience for the children." (Teacher)

"The adults, as well as the children, had a very enjoyable time touring the Roper Mountain Environmental Science Center. I look forward to seeing the project grow." (Parent)

CONTACT: Willie Whittaker, Science Consultant
301 Camperdown Way
Greenville, South Carolina 29602
Phone: 242-6450

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published April, 1979
by Education Products Center
South Carolina Department of Education
Columbia, South Carolina

Social Studies

Economics

WHAT: Economics for Sixth Graders

WHERE: Belton Elementary School, Anderson District 2

FOR WHOM: Sixth grade students

WHY: To develop students' understanding of concepts of market research, supply and demand, wholesale and retail buying and selling, the role of advertising, our free enterprise system, stocks and corporations, and environmental factors affecting business; to promote a sense of responsibility, independence, ability to work with others, and leadership.

HOW: We began by reading and discussing the subject matter needed to develop the concepts listed above. After the class had an understanding of these, we began our market research by taking a survey among the sixth grade students to see which goods or services we might provide at the most profit. This done, the class compiled their information and decided on the business to establish. Last year the decision was made to sell *Kool-Aid* during recess.

We reviewed again the concept of corporations and stocks. The class then elected a board of directors and drew up stock certificates to be sold at twenty-five cents a share. These were only sold within our social studies class. Students were allowed to buy as many shares as they wanted.

The money from the stock was then invested in inventory. We set a price to allow for a sufficient profit.

An advertising campaign was initiated by making posters and commercial announcements. Students rotated responsibilities in operating their business. The business was in operation two weeks during which they tripled their investments.

The culmination was cashing in stock certificates and reviewing all factors involved in making our venture a success.

WHEN: Daily for 4-6 weeks

BEGAN: 1976

FUNDING: Local

COMMENTS: "I find this experience both enjoyable and educational to both my students and myself." (Teacher)

CONTACT: Jean R. Bell, Teacher
Belton Elementary School
202 Watkins Street
Belton, South Carolina 29627
Phone: 338-7738

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published April, 1979
by Education Products Center
South Carolina Department of Education
Columbia, South Carolina

WHAT: Teacher Center

WHERE: Co-sponsored by the Laurens County Education Association in cooperation with Laurens District 55, Clinton District 56, Presbyterian College, and Lander College

FOR WHOM: Teachers in Laurens County

WHY: To set up programs through a needs assessment to give teachers an opportunity to select what in-service programs they will attend.

HOW: This year's program is entitled "Teachers Teaching Teachers." Programs are held at various schools and Presbyterian College curriculum lab in the library.

Topics for this year's programs are a kindergarten music workshop, planning for instruction, management of reading groups, techniques for motivating students, first aid and safety in the classroom, teaching co-ed physical education, a multi-media approach to stimulating students, how to teach metrics, dealing with resource room students in regular class, the newspaper and education, and methods of teaching secondary students through inquiry techniques and using transparencies. A curriculum fair displayed ideas that work, and creative use of old and new audiovisual equipment was demonstrated during November.

Attendance at the thirteen (13) sessions is one way to satisfy involved school districts' in-service requirements. All sessions are held after school.

Instructors include local teachers and district specialists, State Department of Education consultants, professors from Furman, Newberry, and the University of South Carolina at Spartanburg, a Greenville newspaper reporter, a school nurse, and representatives of commercial AV equipment firms. The Teacher Center policy-making board has representatives from each school in the county.

WHEN: Throughout the academic year

BEGAN: 1976

FUNDING: Local

EVALUATION: The meetings are well attended and well received.

COMMENTS: "The session on 'management of reading groups' was well organized and gave me a great deal of help." (Teacher)

"This program makes it possible for both districts to bring in high caliber personnel that otherwise might not be available." (Principal)

CONTACT: Edith M. Davis, Communications Specialist
P. O. Box 388
Laurens, South Carolina 29360
Phone: 984-3568; or

Peggy Anderson
Laurens District 56
Drawer 484
Clinton, South Carolina 29325
Phone: 833-4130

published April, 1979
by Education Products Center
South Carolina Department of Education
Columbia, South Carolina

Staff Development

WHAT: Management with Women

WHERE: Greenville County School District

FOR WHOM: Segment I for male administrators, Segment II for principals, and Segment III for women employees

WHY: The program was needed to enable all personnel to work more effectively with women and to sensitize men to the problems and opportunities which increased sexual equality present for educational management. This series of workshops was planned first to identify and understand the nature of sexual stereotyping; second, to establish a positive climate for change; and, finally, to emphasize human relations and managerial skills that enable all supervisory personnel—both men and women—to work together.

HOW: The program was divided into three major components. The first segment was for the top male administrators in the district and was directed at examining stereotypes, documenting the current employment situation, and discussing methods for setting an environment which encourages optimum use of human potential.

Segment II involved all principals and included information from Segment I and an additional session on the role of schools in eliminating sexual stereotyping and how the principal can encourage all students to develop their highest potential.

Segment III included a lecture series and a seminar series, both for women only. The lecture series, open to all women employees, included these topics: "History of American Women," "Dual Career Marriage," "Sexual Stereotyping in Schools," and "Women as Professionals." The seminar for thirty women who are already in management positions included these topics: "Management with Women," "Assertiveness Training," "Conducting an Effective Meeting," and "Maximizing Job Performance."

WHEN: Spring 1978–Spring 1979

BEGAN: Spring 1978

FUNDING: Local

COMMENTS: "I had not been aware that women were being overlooked. Most men think that women have an equal opportunity." (Participant)

"I have many subconscious prejudices against women. I have not helped enough to identify and assist capable women in advancing professionally." (Participant)

"Women's positions have changed, and much more effective management can be obtained when gender does not influence one's thinking." (Participant)

"We must help women see their possibilities of advancement and potential, not wait until they indicate an interest, because their interest may have been subdued by current societal pressures and the system. We must continue to oppose stereotyping." (Participant)

"I was not impressed with the session. Aggressiveness in early stages of transition usually tends to be overbearing. I really am concerned about the healthy identity of women who must work in these trends for the next ten years." (Participant)

"I was pleasantly surprised. I went into this meeting with a negative attitude, begrudging the time away from school at this busy time of year. However, this was a worthwhile subject to consider." (Participant)

CONTACT: Dorothy M. Pahlitzsch, Assistant Coordinator of
Staff Development
301 Camperdown Way
Greenville, South Carolina 29602
Phone: 242-6450

published April, 1979
by Education Products Center
South Carolina Department of Education
Columbia, South Carolina

WHAT: Leadership Development Program

WHERE: Greenville County School District

FOR WHOM: All qualified district personnel

WHY: To provide a general administrative training experience for selected district personnel in the management aspects of leadership positions; in instructional leadership and curriculum development; in the selection, evaluation, and development of staff; in public relations and communication; and in the operational organization and structure of the district.

HOW: There is a continuing need for well-qualified leadership personnel in education. Normal attrition and continued growth of our school system demands a continuing supply of candidates for leadership positions. The changing role of the educational leader requires training programs which are current, imaginative and related to specific job tasks.

The six-session leadership development course was attended by thirty district personnel. This fall's series covered the specific topics of experience, curriculum supervision, human relations, and district operations, culminating with a banquet.

For the first time this year, an advanced management training program was offered for ten participants with proven leadership ability or who had completed the first course. The twelve sessions focused on leadership effectiveness, writing skills for executives, time management, community relations, and discussions with district administrators on management techniques. A two-week on-the-job practicum is also required. Basic text is *Leadership Effectiveness Training*. Participants earn sixty in-service points (equivalent to three semester hours) towards recertification.

WHEN: Autumn, six weeks; autumn-winter, twelve sessions

BEGAN: 1973

FUNDING: Local

CONTACT: Rudolph Gordon, Assistant Superintendent
37 Tindal Avenue
Greenville, South Carolina 29605
Phone: 233-1652

Staff Development

published April, 1979
by Education Products Center
South Carolina Department of Education
Columbia, South Carolina

WHAT: The Living Classroom—Teacher Recertification Course

WHERE: Beaufort County School District

FOR WHOM: Beaufort County school district teachers and administrators

WHY: To assist educators to expand their skills and sensitivities so that they will be more responsive to the academic and affective needs of Beaufort County school children; to assist teachers in preventing self-defeating student behavior such as: truancy, drug/alcohol abuse, juvenile delinquency, and vandalism.

HOW: Teachers are introduced to a variety of educational philosophies and methodologies integrating affective and cognitive domains. These techniques are designed to give new life, enthusiasm, and meaning to the teachers and their

respective classrooms. The course is designed so that the teacher can bring about effective and useful changes within the classroom without discarding all that is already there.

Specific objectives are designed to prepare teachers to implement an integrated affective/cognitive educational curriculum. Teachers have an opportunity to: experience various types of classroom strategies; integrate affective educational experiences into existing classroom content and experiences; explore the philosophical rationale for considering particular affective and cognitive issues in the school situation; prepare lessons related to the existing classroom situations; and become aware of variety of available resources.

Teachers have the opportunity to interact in response to many of the same activities they plan for their students.

Program sessions address such topics as: introduction to theory of affective education; self-concept/self-esteem; structuring the positive learning environment; diagnosing the affective classroom; importance of positive feedback; listening and paraphrasing; Glasser's class meeting; clarifying values and moral education; group processes; and evaluation in the integrated classroom.

WHEN: Fifteen weeks, 3-hour sessions

BEGAN: Spring 1978

FUNDING: State and local

COMMENTS: "This course works. It stimulates ideas and helps to gain a better understanding of the students' feelings, thoughts, ideas and needs." (Teacher)

"This course has been a joy to be in." (Teacher)

"I feel that I am a better person and a better teacher." (Teacher)

CONTACT: Ms. Pattyanne Krupp, Coordinator of Substance Education Program
1300 King Street
Drawer 309
Beaufort, South Carolina 29902
Phone: 524-2660

published April, 1979
by Education Products Center
South Carolina Department of Education
Columbia, South Carolina

Textbooks

WHAT: Book Depository

WHERE: Spartanburg District 7

FOR WHOM: Textbooks for grades 1-12, including handicapped students

WHY: To provide for the adequate supply and distribution of textbooks for all students in the school district; to provide clean, current, and proper grade level texts as selected by the district.

HOW: A staff of three full-time and four to five summer employees clean, check, and repair books in the individual schools. This team also compiles a double-check inventory in each school.

All books coming into District 7 are processed at the depository. Each book is numbered and labelled state- or district-owned. Books are then counted and delivered by the depository truck to the proper school.

When books are processed and shipped from the depository, a delivery ticket is made. One copy is retained in the depository office; two copies accompany the delivery. The person receiving the shipment at the school signs the two copies, and returns the original to the depository office where it is attached to the first copy and filed in that school's file.

Requests are made in writing to the depository and become a part of the permanent file; a delivery ticket is attached to the original requisition. When a school returns books to the depository, a credit ticket is written which also becomes a part of the file. A perpetual inventory is kept by school for each book title.

WHEN: The bulk of the work, such as all repair work, is done in the summer. However, the book depository operates all year, primarily because the district operates on a quinmester plan.

FUNDING: Local

COMMENTS: "The District 7 Book Depository is a vital and necessary part of the school system and deserves highest praises for efficiency and cooperation." (Teacher)

"This is an outstanding example of a well-organized system which provides excellent service to each school and meets the needs of schools adequately and efficiently." (Principal)

"One of the benefits of our depository is that students, teachers, and parents can purchase old unused books or good new books for their personal use directly from the depository." (Student)

"We are glad to know that books and materials are conveniently available and our children have ready access to them." (Parent)

CONTACT: Ms. Melba Dalton, Book Depository Manager
P. O. Box 970
610 Dupre Drive
Spartanburg, South Carolina 29304
Phone: 585-9254

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published April, 1979
by Education Products Center
South Carolina Department of Education
Columbia, South Carolina

Vocational Education

Individualized Instruction

WHAT: Machine Shop

WHERE: Colleton Area Vocational Center, Colleton County School District

FOR WHOM: Eleventh and twelfth grade students and night adult education students

WHY: To help students to work at their own pace, recognizing individual differences in learning activities.

HOW: The Machine Shop uses a self-paced vocational program called Career Cluster, developed by the Office of Vocational Education, South Carolina Department of Education. The student is allowed to go through a series of Learning Activity Packages called LAP's. A written and practical test is taken upon the completion of each LAP. If the student scores below 80 percent, he goes back through the LAP until he can make 80 percent or more.

The slow learner is not lost because of a rapidly advancing class; the fast student is not held back to wait on slower students.

The use of tapes and slides to complete a LAP helps students who are slow readers or not reading at grade level to enjoy success, possibly for the first time in their school careers.

WHEN: Three morning periods and three afternoon periods, five days a week

BEGAN: 1976-77 school year

FUNDING: State and local

EVALUATION: If properly implemented, Career Cluster is more effective than conventional teaching methods. Student test scores improved overall.

COMMENTS: "Performance-based vocational education is the best thing that has happened in vocational education." (Teacher)

"Material is functional and effective when used according to the guidelines and training given to the instructor. Material seems particularly suited to those students with minimal and above reading skills. Effectiveness with below-average reading skills is less than satisfactory." (Principal)

"Makes learning fun. I can see my progress." (Student)

"We enjoy seeing the slides and listening to the tapes. We can learn much more by seeing what we are supposed to learn and do." (Student)

"I can't believe my child is actually enjoying going to the Vocational School and that he is learning as much as he is." (Parent)

CONTACT: A. L. Smoak, Coordinator of Vocational Program
Route 3, Box 48-D
Walterboro, South Carolina 29488
Phone: 538-5538

share
published April, 1979
by Education Products Center
South Carolina Department of Education
Columbia, South Carolina

Vocational Education

WHAT: Demonstration Site for Competency-Based Instruction

WHERE: Gaffney Senior High School, Cherokee County School District

FOR WHOM: Eleventh and twelfth grade students enrolled in Office Occupations courses

WHY: To field test various performance objective modules developed by the Vocational Education Media Center, Clemson University, Clemson, South Carolina.

HOW: Students in Typewriting II, Accounting I and II, and Office Procedures-Office Machines courses worked with various modules developed by the Vocational Education Media Center, Clemson University.

Students in the Office Procedures-Office Machines classes used the module for learning mastery of the operation of the ten-key adding machine and calculators with the left hand. Initial reactions from students were amusing: "Operate that machine with my left hand? No way, man!" "I'll never learn to do that." "If I have to do that, I'll never pass this course!"

Although the students made negative comments, they were really excited at the possibility of experimenting with a new approach to learning an old skill. Once the objectives of the program were made known to the students and they were familiar with its purpose, they became exuberant and excited in anticipation of achieving the impossible. At first it was a slow deliberate effort. The first few days held feelings of frustration and uncertainty for the students. But as they continued to make an effort to do everything called for in the booklet of instructions, the students began to see themselves gradually improving. By the time the first week ended, the students had acquired an unbelievable proficiency in this new left-handed approach. The ultimate proficiency developed by the students using the method was equal to those using the traditional right hand method. Also, they were able to complete more work, since their right hands were always free to record answers; they did not have to waste time picking up and putting down a pencil. Carryover into other subjects was observed; students began using the left-handed approach in accounting classes.

The Office Procedures-Office Machines students also worked with the modules concerning the use of the telephone and receptionist duties. They had numerous opportunities for hands-on experience with the teletrainer. The handling of mail objectives was covered in this course, too. The students wrapped packages, opened, date-stamped, sorted, and routed incoming mail, and prepared outgoing mail with a high degree of proficiency.

The Typewriting II students worked with fifteen different modules dealing with typewriting tasks. These included the typing of letters, postal cards, manuscripts, and tabulated materials. The students became very proficient in handling these objectives.

Accounting I and II students worked through five modules dealing with payroll objectives in the V-TECS catalog. The students learned to figure time cards, prepare a payroll register, and record employee's earning records. They also had practice in preparing federal tax deposits and federal and state quarterly tax reports. The students were successful in handling these objectives and they seemed to enjoy the realistic aspects of the modules.

WHEN: Modules used at times when they relate to the unit of instruction. The school can be contacted to determine projected times for use of V-TECS materials.

BEGAN: Spring 1977

FUNDING: Local

EVALUATION: The students seemed to enjoy the fact that they knew what was expected of them from the performance objective and had the feeling of accomplishment when they mastered the objective. The Vocational Media Center at Clemson University made some pre-test/post-test comparisons where possible.

COMMENTS: "The students showed a great deal of interest in working with the modules. They liked the realistic aspects of many of the modules." (Teacher)

"Wow!!! What an exciting teaching experience—to see students attempt and conquer what they considered impossible; to see the excitement in the students' eyes when they reached and surpassed their goals for the day; to hear the excitement and chatter as students compared their progress with that of fellow classmates." (Teacher)

"The students must enjoy this type of instruction, since all of these classes have full enrollment. We have very few discipline problems coming from the Office Occupations Department to the office. I feel the reason for this is mainly due to the fact that the students are doing and not spending most of their time listening." (Principal)

"This is fun; I can wrap packages for Mother now. Learning is not so bad if you can do." (Student)

"I want my child to be able to find a job when she finishes high school. I am more confident she will be able to do this when she has learned the skills demanded for an entry-level position." (Parent)

CONTACT: Peggy C. McElveen, Chairman
Office Occupations Department
Gaffney Senior High School
P. O. Box 820
Gaffney, South Carolina 29340
Phone: 489-2544

APPENDIX

1977 *Share* Edition Entries Approved for Re-entry into the 1978-79 *Share* Edition

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1977 *Share* Edition Entries Approved for Re-entry into the 1978-79 *Share* Edition

AFFECTIVE EDUCATION

Elementary Guidance: Belton-Honea Path Elementary and Middle Schools, for all pupils K-8 in five elementary and two middle schools.
Contact: Ms. Catherine Blake, Post Office Box R, Honea Path, South Carolina 29654. Phone: 369-7364.

Guidance and Counseling in Open-Spaced School: Pine Ridge Middle School, for grades 4-8.
Contact: Ms. Jane Lawther, Counselor, Pine Ridge Middle School, 735 Pine Ridge Drive, West Columbia, South Carolina 29169. Phone: 755-1252.

COMMUNITY INVOLVEMENT

School of the Year Program: Charleston County public schools, for all students, teachers, and principals in the seventeen district high schools.
Contact: Dr. Gary Awkerman, Program Coordinator, 3 Chisolm Street, Charleston, South Carolina 29407. Phone: 722-8461.

ITV-ETV Taping and Distribution Center: Greenwood District 50, for K-12 students, parents, and other community citizens.
Contact: Julian A. Gault, Assistant Superintendent, or Carroll Sexton, ETV Coordinator, P. O. Box 248, Greenwood, South Carolina 29646. Phone: 233-4348.

Parent Education: Pine Ridge Middle School, West Columbia, for parents of 500 pupils in grades 4-8.
Contact: Ms. Jane Lawther, Counselor, Pine Ridge Middle School, 735 Pine Ridge Road, West Columbia, South Carolina 29169. Phone: 755-1285.

Community Resource Guide: York District 3, for teachers and students in grades K-12.
Contact: Ms. Elaine Baker, Public Information Director, P. O. Drawer 10072, Rock Hill, South Carolina 29730. Phone: 328-3814.

Profiles Information Brochure: York District 3, for teachers, parents, students, and the general public.
Contact: Ms. Elaine Baker, Public Information Director, P. O. Drawer 10072, Rock Hill, South Carolina 29730. Phone: 328-3814.

ENVIRONMENTAL EDUCATION

Outdoor Lab-Nature Trail: Ridge Spring-Monetta High School, primarily for grade 9-12 students of vocational agriculture, science, and biology.
Contact: Mr. Francis Counts, Agriculture Teacher, Ridge Spring-Monetta High School, Monetta, South Carolina 29105. Phone: 685-7274.

Energy Conservation Program: South Florence High School, for high, middle, and elementary school students.
Contact: Dr. D. Anita Bozardt, District Science Coordinator, 109 West Pine Street, Florence, South Carolina 29501. Phone: 669-4141.

Conservation Education for Teachers and Nature Trail: Campobello Gramling Outdoor Laboratory, for teachers, students of all grade levels, adults, and other visitors.
Contact: Bob Brooks, Science Teacher, Campobello Gramling School, Box 158, Campobello, South Carolina 29322. Phone: 468-4551.

FINE ARTS

Modern Dancing: St. Andrews High School, for girls in grades 9-12 who receive credit towards physical education or fine arts.
Contact: Mrs. Pamela Robinson, Instructor, or Neal Golden, Jr., Principal, St. Andrews High School, Charleston, South Carolina 29409. Phone: 766-2306.

Fine Arts Center: The Fine Arts Center, Greenville, for artistically talented and gifted high school sophomores, juniors, and seniors from fifteen district high schools.
Contact: Mrs. Virginia Uldrick, Principal, Fine Arts Center, 1613 W. Washington Road, Greenville, South Carolina 29601. Phone: 235-9687.

Comprehensive Cultural Enrichment Program: All Laurens District 55 schools—Ford, Sanders, Gray Court-Owings, Pleasant View, Hickory Tavern, Laurens Junior High, and Laurens High School, for all elementary students in grades 1-8, selected groups at the high school levels.
Contact: Edith M. Davis, Arts Coordinator, P. O. Box 388, Laurens, South Carolina 29360. Phone: 984-3568.

Art Purchase Award Collection: Daniel High School, Clemson, for grades 10-12.
Contact: Mrs. Elizabeth Smith, Daniel High School, Box 152, Clemson, South Carolina 29631. Phone: 654-2362.

Art Talk-Visual Arts Appreciation: O. P. Earle Elementary School, for all students in grades K-3.
Contact: Walker Williams, Principal, or Dan Young, P.E. Instructor, O. P. Earle Elementary School, Box 446, Landrum, South Carolina 29356. Phone: 457-3416.

Art Awareness: Evans Junior High School, for grades 7-9.
Contact: Ms. Betty Bramlett, Art Director, P. O. Box 970, Spartanburg, South Carolina 29304. Phone: 585-2231.

GIFTED

Opportunity for Advanced Student Involvement in Studies (OASIS): Charleston County public schools, for approximately 500 students from grades 1-8 who have been identified by their teachers and the OASIS staff as academically talented.
Contact: Dr. Gary Awkerman, OASIS Director, 3 Chisolm Street, Charleston, South Carolina 29401. Phone: 722-8461.

Beginning Enrichment Activities Centering on Now (BEACON): Brewer Intermediate School, for gifted and talented fifth and sixth graders.
Contact: Dr. Jane Wilson, Director of Personnel and Curriculum, P. O. Box 248, Greenwood, South Carolina 29646. Phone: 223-4349.

INTERDISCIPLINARY

Woodfern Environmental and Physical Education Center: Anderson District 5, for district students, especially second and third graders, and students from surrounding school districts (by appointment).
Contact: Stan Honeycutt, Director of Physical Education, Anderson School District 5, P. O. Box 439, Anderson, South Carolina 29621. Phone: 224-2173.

Technical and Academic Learning Centers (T.A.L.C.): Darlington Career Center, for individuals of high school age or older who have not finished the regular school program, who were expelled from the regular school program, or who have other special needs.
Contact: Mr. S. A. Fede, Darlington Career Center, P. O. Box 749, Darlington, South Carolina 29532. Phone: 393-1041; or Ms. Ronna Askins, Attendance Supervisor, Information Center, 255 Blue Street, Darlington, South Carolina 29532. Phone: 393-0476.

Individualized German IV: Aiken High School, for twenty-four above average and gifted high school seniors.
Contact: Mrs. Tanya Moore, Teacher, Aiken High School, 211 Rutland Drive, Aiken, South Carolina 29801. Phone: 648-4441.

LANGUAGE ARTS

Junior Great Books Reading and Discussion: Anderson District 5 elementary schools, for students in grades 2-6 of average or above average reading ability.
Contact: Johnnie Brantley, Supervisor, Library Services, P. O. Box 439, Anderson, South Carolina 29622. Phone: 224-2173.

Language Expression and Development (LEAD): Greenville County, for all students in grades K-5 at Grove Elementary School.
Contact: Marilynn C. Williams, Route 5, Box 506, Piedmont, South Carolina 29673. Phone: 277-0617.

MATH

Math Laboratories for Disadvantaged Students: Honea Path Middle School, for 125 students in grades 5-8 who score in the lower 50 percent of their classes.
Contact: Mr. David N. Johnson, Post Office Box R, Honea Path, South Carolina 29654. Phone: 369-7364.

Project Succeed Math: Crescent High School, for ninth and tenth grade students who are having difficulty with or do not have an appreciation for math.
Contact: Maurice K. Lopez, Principal, Crescent High School, Box 88, Iva, South Carolina 29655. Phone: 352-6175.

Title I Math: Beaufort Schools, for elementary and junior high grades 1-8.
Contact: Mr. Herman K. Gaither, Math Supervisor, Drawer 309, Beaufort, South Carolina 29902. Phone: 524-2660.

Continuous Progress Mathematics: Charleston County School District, for grades 2-8.
Contact: Dr. Louise M. Smith, Coordinator of Mathematics, 3 Chisolm Street, Charleston, South Carolina 29401. Phone: 722-8461.

Project Math 180: Lewisville Elementary School, for pupils in grades 1-5 performing below grade level and scoring at or below the 49th percentile in mathematics according to national norms.
Contact: Mrs. Jane W. Jordan, Supervisor, Route 1, Edgemoor, South Carolina 29712. Phone: 789-5164.

Algebra II Computer Programming: Hillcrest High School, for grade 10 students.
Contact: Mrs. Sybil Todd, Hillcrest High School, Frontage Road, Simpsonville, South Carolina 29681. Phone: 963-5551.

Elementary Remedial Mathematics: Northside, Lesslie, Mt. Gallant, Sunset Park, Sylvia Circle, York Road, and Finley Road elementary schools, for children in grades 2-6 who score below the 50th percentile on the CTBS math subtests as well as those who qualify on the basis of teacher judgment, utilizing the criteria recommended by the State Department of Education for selection. Students receive individualized instruction for thirty-five minutes each day in a special classroom.
Contact: Belton R. Taylor, Associate Superintendent for Instruction; Mrs. Dorothy Morton, Title I Coordinator; or Julia D. Robbins, Director of Math, 522 East Main Street, Rock Hill, South Carolina 29730. Phone: 328-3814.

MEDIA CENTER

Library Media Center: Greenville Middle School, for sixth, seventh, and eighth grades including special education, learning disabilities classes.
Contact: Ms. Pat Scales, Librarian, Greenville Middle School, 16 Hudson Road, Greenville, South Carolina 29607. Phone: 232-1271.

Open Library/Media Center: Mauldin High School, for 1214 students in grades 9-12.
Contact: Ms. Marilyn Koon, Principal, Mauldin High School, 701 East Butler Road, Mauldin, South Carolina 29662. Phone: 288-4950.

IGE in the Media Center: West Hodges Intermediate School, for all 135 students in grades 4-6.
Contact: Mrs. Miriam Garner, Principal, West Hodges Intermediate School, P. O. Box 499, Hodges, South Carolina 29652. Phone: 374-7712.

Individualized Library Skills Instructional Units: Greenwood School District 50 primary libraries at Merrywood, Lakeview, Mathews and Woodfield schools.
Contact: Mrs. Elizabeth P. McCord, Library Consultant, P. O. Box 248, Greenwood, South Carolina 29646. Phone: 223-4348.

Videotaped Author Interviews: Greenwood District 50, for elementary and junior high school students.
Contact: Mrs. Elizabeth P. McCord, Library Consultant, P. O. Box 248, Greenwood, South Carolina 29646. Phone: 223-4348.

Library Instructional Units: Brookland-Cayce High School, for faculty and student body.
Contact: Mrs. Helen Callison, Librarian, Brookland-Cayce High School, 1300 State Street, Cayce, South Carolina 29033. Phone: 791-5000.

Library/Media Center: Airport High School, West Columbia, for grades 9-12 all levels.
Contact: David Cobb, Media Director, Airport High School, Boston Avenue, West Columbia, South Carolina 29169. Phone: 796-0900.

South Carolina Book Award Program: McKissick Elementary School, for all students in grades 4-6.
Contact: Mrs. Grace Hamilton, Librarian, McKissick Elementary School, Easley, South Carolina 29640. Phone: 859-2340.

Library/Media Center: Spartanburg High School, for grades 10-12.
Contact: Mrs. Carolyn Alexander, Administrative Assistant, 610 DuPre Drive, Spartanburg, South Carolina 29304. Phone: 585-2231.

Student TV Broadcasting: Cheraw Elementary School, for grades 5-6.
Contact: Mrs. Margaret Wannamaker, Media Specialist, Cheraw Elementary School, 220 Greene Street, Cheraw, South Carolina 29520. Phone: 537-7488.

Student-Operated TV Station (Crosswell Channel 4 Network): Crosswell Drive Elementary School, for students in grades K-5.
Contact: Jane Blackwell, Crosswell Drive Elementary, Sumter, South Carolina 29150. Phone: 775-0679.

PHYSICAL EDUCATION

Aquatic Program: T. L. Hanna High School and Southwood Junior High School swimming centers, for students in the fourth, fifth, and sixth grades and special education classes.
Contact: Stan Honeycutt or Steve Wycoff, Box 439, Anderson, South Carolina 29622. Phone: 224-2173.

"Moving to Success": O. P. Earle Elementary School, Landrum, for grades 1-6.
Contact: Walker Williams, Principal, or Dan Young, P. E. Instructor, O. P. Earle Elementary School, Box 446, Landrum, South Carolina 29356. Phone: 457-3416.

PROGRAMS FOR HANDICAPPED STUDENTS

Comprehensive Program for Handicapped: Richland District 2, for all students K-12 enrolled in district schools who are mentally, emotionally, or physically handicapped or who have learning disabilities.
Contact: Sharon Finuf, Director, Special Services, 7900 Brookmont Lane, Columbia, South Carolina 29203. Phone: 786-5650.

Autistic-Like Behavior Adjustment Class: Conway Middle School Annex, Horry County, for elementary pupils aged 6-11 with autistic-like behavior.
Contact: Ms. Libby Moore, Director of Programs for Handicapped, P. O. Box 680, Conway, South Carolina 29526. Phone: 248-2206.

Special School for Handicapped: Kalmia Hill School, Aiken County, for children up to age 13 with learning disabilities and mental, orthopedic, hearing or visual handicaps, and for deaf-blind children.
Contact: Ms. Sarah G. Wright, Principal, Kalmia Hill School, 3560 Augusta Road, Aiken, South Carolina 29801. Phone: 648-3268.

Special School for Handicapped: Oakwood School Aiken County, for children diagnosed as having disabilities, emotional disturbances, or educable or trainable mental handicaps.
Contact: Charles M. Leopold, Principal, Oakwood School, P. O. Box 98, Montmorenci, South Carolina 29839. Phone: 649-6819.

Survival Skills: Forest Lake Elementary School, Richland District 2, for forty-two students in grades K-5 and 10-12 who have educable mental handicaps.
Contact: Sharon G. Finuf, Special Services, 7900 Brookmont Lane, Columbia, South Carolina 29203. Phone: 785-5650.

Developmental Therapy Resource Rooms: Oconee County School District, psychoeducational centers at three schools, for approximately fifty-two pupils in grades K-6 with emotional disturbances.
Contact: Ms. Sandra A. Reeves, Pyschoeducational Coordinator, P. O. Box 5, West Union, South Carolina 29696. Phone: 638-5862.

Engineered Classrooms: Mellichamp and Rivelon elementary schools, Orangeburg School District 5, for K-6 with emotional handicaps.
Contact: Bob King, Administrator of Programs for the Handicapped, 578 Ellis Avenue, Orangeburg, South Carolina 29115. Phone: 534:5454.

Individualized Instruction for Youth with Emotional Handicaps: four schools in Richland School District 2, for sixty-five middle school and high school students with emotional handicaps.
Contact: Ms. Sharon G. Finuf, Special Services, 7900 Brookmont Lane, Columbia, South Carolina 29203. Phone: 786-5650.

Secondary Resource Room: Buford High School, Lancaster County, for thirty-three students with emotional handicaps in grades 7-12.
Contact: Dr. Jackie S. Adams, P. O. Box 130, Lancaster, South Carolina 29720. Phone: 285-6972.

Child Study Center of Aiken County: for elementary and secondary students.
Contact: Dr. Nancy James, 3560 Augusta Road, Aiken, South Carolina 29801. Phone: 648-6881.

Self-Contained and Itinerant Classes: Pate Elementary School and other Darlington area schools, Darlington School District, for twenty-eight students, K-12, with hearing handicaps.
Contact: Ms. Mary C. Scott, Placement Coordinator, Exceptional Education, 102 Park Street, Darlington, South Carolina 29532. Phone: 393-8551.

Hearing Conservation: Speech and Hearing Clinic, Charles Lea Center, Spartanburg, for all students in Spartanburg County.
Contact: Ms. Jean Heinel, R.N., Audiometrician, Speech and Hearing Clinic, Charles Lea Center, Burdette and Long Streets, Spartanburg, South Carolina 29302. Phone: 585-8221.

Learning Disabilities for K-6: Anderson School District 5 elementary schools, for K-6 pupils with learning disabilities.
Contact: Diane B. Earle, Supervisor of Special Education, P. O. Box 439, Anderson, South Carolina 29622. Phone: 224-2173.

Resource Rooms at Elementary, Middle, Junior High, and High School Levels: Richland School District 2, for learning disabilities students in grades 1-12.
Contact: Ms. Sharon G. Finuf, Special Services, 7900 Brookmont Lane, Columbia, South Carolina 29203. Phone: 786-5650.

Resource Rooms Sequential Program 1-12: Satchelford Elementary, Crayton Middle, A. C. Flora High Schools, Richland School District 1, for students aged 6-21 with learning disabilities.
Contact: Ms. Barbara Bradford, Coordinator of Special Education, 1616 Richland Street, Columbia, South Carolina 29201. Phone: 765-2491.

Self-Contained Elementary Class: Watkins Elementary School, Richland School District 1, for thirty-six pupils with severe mental, emotional, and learning disabilities.
Contact: Ms. Margaret Edwards, Principal, Watkins Elementary School, 2616 Covenant Road, Columbia, South Carolina 29204. Phone: 254-0397.

Trainable Mentally Handicapped Classes: North Road School, Orangeburg School District 5, for thirty TMH students in grades K-12.
Contact: Bob King, Coordinator of Programs for the Handicapped, 578 Ellis Avenue, Orangeburg, South Carolina 29115. Phone: 534-5454.

Lake Greenwood Project: Newberry County, Laurens District 56, Greenwood Districts 51 and 52, Saluda County, and Abbeville County, for all areas of handicapped, K-12.
Contact: W. H. Hoole, Director, Lake Greenwood Project, Route 3, Ninety Six, South Carolina 29666. Phone: 543-3691.

Itinerant Teacher for the Orthopedically Handicapped: Beaufort County, for sixteen pupils with orthopedic handicaps in grades 1-9.
Contact: Buddy G. Herring, Director of Special Services, Box 5, West Union, South Carolina 29696. Phone: 638-5862.

Self-Contained and Itinerant Program: Pate Elementary School, Darlington School District, for twenty-six orthopedically handicapped students K-12.
Contact: Ms. Mary C. Scott, Placement Coordinator, Exceptional Education, 102 Park Street, Darlington, South Carolina 29532. Phone: 393-8551.

Withers Orthopedic School: Richland School District 1, for seventy students in grades K-12 with severe physical handicaps.
Contact: C. W. Morton, Principal, Withers Orthopedic School, 1824 Sunset Drive, Columbia, South Carolina 29203. Phone: 765-2700.

Vocational School for Handicapped Secondary Students: Freedman Vocational School, Aiken School District, for approximately 160 secondary students who are educable mentally handicapped, emotionally handicapped, or orthopedically handicapped.
Contact: Warren B. Whitson, Principal, Freedman Vocational School, P. O. Box 162, Graniteville, South Carolina 29829. Phone: 663-3441.

Intensive Therapy for Speech Handicapped: Conway Elementary, Conway Middle Annex, Conway High Annex, Myrtle Heights, and Myrtle Grade schools, Horry County, for a total of 102 multiply-handicapped students.
Contact: Ms. Libby Moore, Director of Programs for the Handicapped, P. O. Drawer 1739, Conway, South Carolina 29526. Phone: 248-2206.

Itinerant Speech Clinicians for Dialect and Handicaps: Lee County, for approximately 650 students, K-12, with speech problems and dialect differences.
Contact: Randall Burns, District Coordinator, P. O. Box 507, Bishopville, South Carolina 29010. Phone: 484-5406.

Fairwold Center: Richland School District 1, for approximately 140 pupils, aged 5-21, who are trainable mentally handicapped.
Contact: Ms. Mary K. Brearley, Principal, 5935 Token Street, Columbia, South Carolina 29203. Phone: 754-1981.

Optacon Ink-Print Reading Program: Daisy Elementary School, Horry County, for blind students who need more appropriate educational materials.
Contact: Ms. Libby Moore, Director of Programs for the Handicapped, P. O. Drawer 1739, Conway, South Carolina 29526. Phone: 248-2206.

Visually Handicapped Itinerant Program: Sumter School District 2, for twelve visually handicapped students in grades K-12.
Contact: Shelia J. Ingram, 492 North Guignard Drive, Sumter, South Carolina 29150. Phone: 773-1491.

READINESS

Original Kindergarten Materials: Jesse S. Bobo School, for kindergarten children.
Contact: Mrs. Nancy Caldwell, Teacher, or Mr. Marshall Reid, Principal, Jesse S. Bobo School, Powell Mill Road, Spartanburg, South Carolina 29301. Phone: 576-2085.

Junior Primary Program: Spartanburg District 7 elementary schools, for first grade students who are not ready for basic first grade curriculum.
Contact: Ms. Nancy T. Killian, Coordinator of Reading Services, P. O. Box 970, 610 DuPre Drive, Spartanburg, South Carolina 29304. Phone: 585-2231.

READING

Comprehensive Reading Improvement Program (CRIP): Starr and Iva elementary schools, for grades 2-5.
Contact: Mr. J. D. Blanding, Box 116, Starr, South Carolina 29684. Phone: 352-6155.

Title I "Tutortape" Individualized Reading for Disadvantaged Students: nine targeted elementary schools, for 800 educationally disadvantaged students in grades 2-7 as identified by reading scores on standardized tests and teacher judgments.
Contact: Mr. John W. Wagnon, Title I Coordinator, 141 Main Street, Chesterfield, South Carolina 29709. Phone: 623-2175.

Youth Tutors Youth: Lamar and Spaulding elementary schools, for 40-50 second and third graders who are 1½-2 years below grade level and have poor self-concepts and who work with 20-25 high school students who are average or above average in achievement.
Contact: Jimmy Newson, Superintendent, Lamar Area Schools, Drawer 327, Lamar, South Carolina 29049. Phone: 326-5536.

Remedial Elementary Reading: Florence District 1, for grades 2-6 in Title I schools.
Contact: Bennie A. Anderson, District Federal Programs Director, 109 West Pine Street, Florence, South Carolina 29501. Phone: 669-4141.

Foundational Reading (Grades 1-2): B. C. 1, Congaree, Davis, Pine Ridge, Saluda River, and Taylor elementary schools, for first and second grade Title I pupils.
Contact: Ms. Bess Vaughn, P. O. Box 408, West Columbia, South Carolina 29169. Phone: 794-6361.

Volunteer Tutorial Program: Spartanburg District 7, for all grades 1-12.
Contact: Ms. Mary Mack, Reading Center, Dean Street, Spartanburg, South Carolina 29304. Phone: 585-6195.

SAFETY/DRIVER EDUCATION

Alternative Driver and Safety Education Programs: Greenville high schools, for students of legal driving age including 15-year-olds.
Contact: Mr. Furman Weathers, Safety Specialist, 2 Space Drive, Taylors, South Carolina 29687. Phone: 268-5091.

SCIENCE

Science Curriculum Improvement Study (SCIS): Greenwood District 50, for elementary students, K-6.
Contact: Dr. Jane Wilson, Director of Personnel, P. O. Box 248, Greenwood, South Carolina 29646. Phone: 223-4348.

SOCIAL STUDIES

Ethnic History of South Carolina: three Charleston County middle schools, for 90 eighth grade students at James Island, C. E. Williams and Laing middle schools.
Contact: Dr. Hunter Draper, Social Studies Coordinator, 3 Chisolm Street, Charleston, South Carolina 29401. Phone: 722-8461.

Middle School Legal Education: Moultrie, Alice Birney, Harbor View, Wallace and Haut Gap middle schools, for sixth grade students.
Contact: Dr. Hunter Draper, Social Studies Coordinator, 3 Chisolm Street, Charleston, South Carolina 29401. Phone: 722-8461.

Asian, African, Latin American, and Western Cultures: Mauldin High School, for students in grades 9-12 who do not plan to go to college.
Contact: Ms. Marilyn Koon, Principal, Mauldin High School, 701 East Butler Road, Mauldin, South Carolina 29662. Phone: 288-4950.

STAFF DEVELOPMENT

Instructional Materials Center and Professional Library: Aiken County School District Central Office, for approximately 1,200 district teachers or grades K-12 and other professional educators.
Contact: Ms. Lorrene C. Tatum, Materials Center Director, and A'La Perle Hickman, Library Consultant, Morgan and Edgefield Streets, P. O. Box 1137, Aiken, South Carolina 29801. Phone: 648-1311.